The Times Higher Education Supplement

December 31, 1982 No 530 Price 45p

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TIMES NEWSPAPERS LIMITED, 1982
Published by Times Newspapers Ltd, P.O. Box 7, 200 Grays Inn Road, London WC1X 8EZ, England. Typesetting by ComputerGraphics Ltd, 37-41 Compton St, London EC1, and printing by Northampton Mercury Co. Ltd, Upper Mounts, Northampton NN1 3HR Friday, December 17, 1982. Registered as a newspaper at the Post Office ISSN 0951 3027

TIMES PAST THE TIMES

HIGHER EDUCATION SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000

New blood for old

Last year's Christmas present to the universities was a £50m restructuring fund with the promise of another instalment of £50m. This year's present is a rather less generous but still very welcome allocation for what has become known, disconcertingly in these times of cuts, as "new blood" – extra posts for new young lecturers to try to maintain some vitality in an inevitably aging and arguably ossifying academic profession.

The Government's proposals, of course, are so mercilessly open to two criticisms that it seems almost sadistic to press them. The first is that 200 new posts a year for three years is entirely inadequate to staunch the haemorrhage of academic staff that has been encouraged by early retirement schemes and similar semi-seductive, semi-coercive methods of reducing the number of teachers in universities. Even if the uncharitable, and inaccurate, view is taken that many of those who are now leaving had already exhausted their intellectual contributions and so will not be very much missed, the "new blood" plan allows for a total number of new posts well below a natural replacement rate. Even such a rate, in an academic population heavily skewed towards the middle-aged because of the immediately past pattern of expansion, would be barely enough to maintain reasonable professional and intellectual renewal.

The second criticism is that the Government's policy lacks any consistency. Cuts in public expenditure on universities are made at a rate which is clearly faster than any that can be absorbed by the system without serious dislocation and diseconomy. So various palliatives are devised like restructuring funds and "new blood" schemes, which have been mainly if not entirely made necessary by the cuts in the first place and which, moreover, are expensive, so that the actual reduction in public expenditure on universities in the short and even medium term is in fact quite small.

In a more specific sense this second criticism can be levelled most accurately at the Government's attitude – policy would be much too precise a word – to academic employment. There seems to have been little attempt to coordinate the various strands of official action: compensation for early retirement appears to have been regarded as a quite separate issue, except in its consequences, from "new blood". The result is that the University Grants Committee, and to an even greater extent the individual universities, have to try to shape a coherent pattern for future academic employment out of a mass of uncoordinated and even contradictory decisions by the Government. No one should be very surprised if the pattern that often emerges is not especially satisfactory. This Government is better than it was two years ago at accepting responsibility for the consequences of its policies, but it still has a long way to go.

Yet there is little immediate point in pressing these essentially negative criticisms too far. The Government is not going to modify significantly its overall approach to public expenditure, and to be fair to present ministers responsible for higher education in the Department of Education and Science they have shown much greater flexibility, even sympathy, to the universities in particular when they have been forced to face the detailed consequences of this overall policy. Give or take an occasional Social Science Research Council spasm and a depressing supineness is the face of the Departments of Employment and Industry, the present DES regime is probably the best we can expect under present political conditions.

Instead the universities should concentrate on two lines of argument over "new blood". The first is to try to persuade the DES that the present proposals should not be limited to the next three years, and that some form of special scheme will be necessary until the early 1990s when the age structure of the academic profession becomes more balanced. Every effort should be made to convince the Government that "new blood" is not a temporary difficulty closely linked to the present three-year contraction of the university system, but a deeper structural problem.

The second is to try to educate the Government to accept that "new blood" should not be confined to gimmicky subjects like information technology or even to subjects that are defined somewhat arbitrarily as directly relevant to the creation of national wealth. Instead the new posts should be spread across all disciplines, in proportion not just to their degree of relevance as determined by a particular set of politicians but to the deeper need to maintain a proper scholarly or scientific base in all important disciplines.

The two lines of argument, of course, are entwined. The need is to persuade the Government that "new blood" is not needed as a temporary expedient to tide the universities over a short-term recruitment gap and to boost particular subjects with an equally temporary, high political profile, but as a medium-term strategy to maintain the professional and intellectual vitality of higher education which is threatened by a combination of the present cuts and of the skewed age profile of the academic profession.

NAB's penny packets

The National Advisory Body has a relationship with, if not (yet) responsibility for, more than 350 colleges that offer advanced courses and therefore made up the local authority sector of higher education. They range from the largest polytechnic, which has considerably more students than the average university, to local further education colleges that may run a solitary Higher National Certificate or other part-time technician course.

Does it matter that the NAB has to sustain a relationship with so many colleges? So far it has insisted upon formally equally treatment for all the colleges on its list; all have been sent the same letter, although in the clear knowledge that in the cases of at least 250 colleges lines can simply be drawn through many of the sections rather as many of us fill in income tax forms. Yet it must be doubtful how long the NAB will be sufficiently scrupulous, or patient, to keep to this policy of administrative evenhandedness. Clearly most of its work is going to be with less than 100 of its 350 colleges; the others are bound to be regarded as a sideshow.

A sideshow can quickly become a distraction and then a nuisance. The temptation is obviously there to regard the large number of predominantly further education colleges that offer isolated advanced courses as providing "penny packets" of higher education and so representing an anomaly that should be removed to make the NAB work more smoothly. Then there is the entirely legitimate argument that for the NAB to try to deal with so many institutions may lead to administrative confusion. After all it has always been argued that the University Grants Committee, admittedly a rather different animal, is already close to administrative overload with less than 60 institutions to oversee and fund.

Yet there should be a pause before the conclusion is reached that these 250 colleges are a tail that must be cut off to allow the NAB to get on with its proper job. First, the solitary HNC in mechanical engineering in a local technical college may appear a "penny packet" when viewed loftily by distant policymakers, but viewed locally within the college and by neighbouring employers it may appear an entirely natural peak for the work of the mechanical engineering department. It should never be forgotten that the separation between advanced and non-advanced further education is an arbitrary classification. Although the responsibility of the NAB is only for the former, it cannot afford to ignore the integrity, educational and occupational, of much of further education.

Secondly, the NAB has rightly placed a lot of emphasis on the need to protect and promote part-time higher education. Most of the advanced courses provided by this tail of 250 colleges are part-time and many are sub-degree level. So, although there is a case for arguing that a clearer distinction can be drawn between courses with national or broadly regional catchments (full-time and degree-level?) and those with local catchments (part-time, sub-degree, and continuing education?) than between advanced and non-advanced, this particular argument is not available to the NAB.

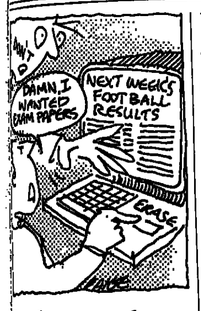
So the question of what to do about the "penny packets" of higher education in predominantly further education colleges is far more complicated than it appears at first. There may be a case for seeking to exclude such courses, and so the institutions that provide them, from the mechanism of the advanced further education pool and to try to cope with the financial effects of the much more limited cross-authority traffic generated by part-time and sub-degree courses through a reinforced system of recoupment between local authorities. The normal argument against such differential treatment, the interdependence of full and part-time courses, has less force in colleges which have little full-time higher education.

Yet there are still dangers in such a policy. It might have the effect of encouraging full-time degree-equivalent courses, because they would still be poolable, while discouraging part-time and sub-degree courses, which would then have to be supported directly by local authority expenditure mitigated perhaps by unreliable inter-authority recoupment. This would be contrary to the stated priorities of the NAB. Nearly every attempted description of the future demand for higher education, from both students and employers, suggests that there will be faster growth in the demand for part-time and non-degree courses than for highly structured full-time higher education. So it would be unfortunate to devise a funding pattern which potentially had the opposite effect.

In practice the best policy may be a mix of policies. In some cases isolated advanced courses in further education may need to be concentrated in a smaller number of colleges or transferred to larger institutions with a more substantial stake in higher education. In others such courses should be allowed to continue. In others, again, a middle way may be possible with such courses being linked through consortia to more senior institutions. In any case it would be a mistake to assume that there is a neat administrative solution. This particular Gordian knot needs to be untied, or retied, not cut through.

Laurie Taylor

(An alcove in the Union bar.)
Shall I get a drink, Professor Lapping?
No, no, Martin. The drinks are on me today. Oh yes. Special treat. Christmas comes but once a year and all that. But what we can do is pass around this ... I write down their favoured beverage. That'll save some time. All right?
Yes. Thank you, Professor Lapping. Thank you very much.
And while you're doing that, let's have a bit of quick feedback on the course so far. Yes, Tracey. How has the course seemed to you – apart from all the anxieties associated with being away from home for the first time. D'you think you've settled in? Started to enjoy your studies? Found the lectures stimulating, Eh?
Well . . .
Now come along. Speak absolutely frankly. Try to pretend that I'm not here. Just be yourself. That's the whole point of these informal gatherings.
Well . . . it's been all right.
No major criticisms?
Not really . . . no.
Excellent. That's what I like to hear. And how about you, David?
Me sir?
Yes, you.
I'm Robert, sir.
Of course. Of course. Well, Robert, how did you find the general content of the lectures?
The general content?
Yes, that's right. The overall subject matter. The range of topics.
Oh, that was okay . . . it was . . . yes . . . . okay.
Good, good. And Nicholas – or Nick, isn't it? Did you find that the material in my lectures was well-organized? Tightly structured but still nice and clear? Just say if you didn't. What I'm after is some sense of your real feelings on these matters. A bit of honesty.
Well, Professor Lapping . . .
Yes. Any definite criticisms. Something specific. Something which could be changed next time?
Erm . . . no . . . not really.
Please to hear it. Very pleased to hear it. Well, Amanda, how about you? Have you got something out of the seminars? Found that they've given you a better grasp of the issues?
Oh yes. I . . . erm . . . think . . . erm . . . that's . . . erm . . . that's right.
That's good news. And you Linda? Found that you've had a chance to participate in a meaningful way?
"Oh . . . erm . . . yes, sir.
Well, I must say, this looks as though it's been a good term for all of us. I've certainly enjoyed teaching you all and its nice to hear that you feel much the same about being taught. That's the value of feedback. Well, on to less intellectual matters. Time for drinks. Yes, Caroline, what's the order?
Twelve bags of cashew nuts, eight Castellas, and eleven large brandies, please, Professor Lapping.



Code-cracker unlocks key secrets

Jon Turney
Science Correspondent

A Stirling undergraduate realised every computer student's dream this year by cracking the security codes of the university's electronic files.

Gary Rennie, a third year student, found he could gain access to all the university's administrative data through his terminal, by keying in a false identification which fooled the system that he was an authorised user.

Unfortunately, he was more concerned with proving his technological prowess than making mischief. When he had explored the system he sent a detailed letter to the university administration describing what he had found. Officials were alarmed to learn how he had called up details of university finances and exam papers and grades, all of which he could have tampered with instead of just reading.

Mr Tony Hewitt, Stirling's head of computer services, said that there was no foolproof method for preventing future breaches of security, but the university was satisfied the system was now closed to prying eyes again. There was a trade-off between high security and "user-friendliness", and the best way of maintaining security was to use complex codes and change them frequently.

He said that probably more than 30 higher education institutions had systems like Stirling's VAX machine, and attempts to enter forbidden file areas were common. Stirling's nimble-fingered keyboard operator was a computer science student who did what they all do, and tried to crack the system", said Mr Hewitt.

It is generally found more efficient to meet academic and administrative users' needs with one computer as the two groups' demands complement one another. If two separate computers are supplied, both tend to be used below optimum levels.

The only inconvenience caused by Rennie at Stirling was the removal of the disc pack storing administrative files for a couple of days while the contents were checked and codes changed.

Parkes knighthood

Dr Edward Parkes, chairman of the University Grants Committee, has received a knighthood in the New Year Honours list. Also knighted are two vice chancellors, Dr Clifford Butler of Loughborough University of Technology and Dr Wilfred Cockshott who has just ceased to be vice chancellor of the New University of Ulster.

Full details of other awards will be published next week.

Paid-off staff return part-time

by Sandra Hempel and Olga Wojtas

More than half the university academics taking early retirement and voluntary redundancy may return on a part-time basis. The University Grants Committee is expecting to pay out around £12m towards the cost of their salaries according to the latest return from the universities.

The clearest picture is emerging from Scotland where out of 648 posts being lost, 324 staff have been accepted for part-time re-employment. At Glasgow University two-thirds of the 145 taking early retirement will be staying on part-time while at Aberdeen 55 out of 77 taking early retirement will be re-engaged.

While the situation in England is less certain, the pattern is unlikely to be radically different. At Nottingham around half of the 42 staff to leave in the past year are staying on part-time while at Leeds the figure is expected to be around one third of 120 staff.

It is unlikely, however that all of these part-time posts will be funded by the UGC. The committee will fund up to 75 per cent of the cost of a part-time salary when the appointment is necessary to help phase out a course. The appointment must not be for more than one third of the normal full-time appointment and must not exceed three years or extend beyond 1984/85 in order to qualify.

The UGC has warned it will look hard at all applications for part-time funding and is expecting the numbers coming back to be less than half of those leaving.

The issue is extremely sensitive from the universities' point of view. Many used the possibility of part-time employment as an inducement to staff to leave voluntarily and without it would probably have been forced to make compulsory redundancies. But to qualify as a genuine redundancy for tax purposes there must be no prior agreement to re-employment and a four week gap between the old employment period and the new one. Although the first £25,000 of redundancy pay is exempt from taxation, this is conditional on employment really having been terminated.

In at least one case local tax inspectors have had to be convinced that an academic returning part time to oversee the phasing out of a course was not simply continuing his employment, and it is likely that other cases will arise.

The non-teaching unions are deeply suspicious of the scheme, fearing that the tight restrictions imposed by the UGC will not prevent many academics continuing to work part-time beyond the three-year period.

There is also resentment that lecturers will have been able to return to work only weeks after having picked up redundancy compensation far larger than any non-teaching staff can receive.

Some unions, including the National and Local Government Officers Association, have advised their members not to work with academics who return part time after receiving "golden handshakes". But there is widespread acknowledgement that few staff will accept the advice and refuse to continue to work with a lecturer with whom they may have had a lengthy professional association.

Cash targets mean loss of 2000 lectureships

by John O'Leary

Polytechnics and colleges will have to shed the equivalent of 2,000 lecturing jobs and keep pay increases to 3½ per cent if they are to meet the Government's targets next year.

These two assumptions are built into the distribution of the advanced further education pool for 1983–84 announced last week. The total allocation of £560.5m is intended to bring the average level of cuts to 10 per cent over two years.

But this figure will be higher if inflation exceeds the 6 per cent forecast or pay settlements average more than 3.5 per cent. In addition, not only must 2,000 lecturing jobs be lost but "comparable reductions" must be found among non-academic staff.

The system recommended by the National Advisory Body for distributing the pool was accepted by Sir Keith Joseph, Secretary of State for Education. But the detailed allocations vary from those put to the NAB committee because of late adjustments to student returns.

Liverpool gains most from the changes, with more than £1m added to its allocation for the polytechnic and colleges. West Sussex also gains £500,000 on an allocation of less than £2m but many authorities will receive less than expected. Oxford loses most among the polytechnics, at £270,000.

Although the distribution has been calculated in cash terms, Sir Keith's announcement also included an estimate of cuts in real terms over the two years between 1981–2 and 1983–4. Only a few of the smallest providers of advanced courses show an increase over the period.

The largest losses are to be found among the colleges, those in Cheshire, Manchester, Cornwall, Cumbria, Derbyshire, Devon, Humberside and North Yorkshire all being cut by more than 20 per cent.

But some polytechnics, too, will have made substantial cuts, only Birmingham, Coventry, Sheffield, and Leeds escaping with less than 5 per cent reductions. Kingston Polytechnic will have lost 13 per cent over the period, North Staffordshire 13.6 per cent and Teesside more than 16 per cent.

In announcing the distribution, Sir Keith said the result should be to place the greatest pressure for economies on those institutions with the highest unit costs, while giving some protection to the more economical.

An accompanying note by the Department of Education and Science explains that the size of the pool was increased compared with plans in the last Expenditure White Paper "to take account of the limited progress which authorities have made so far in reducing their aggregate expenditure on advanced further education in line with the Government's policy on higher education expenditure". Including £2m extra for information technology, the pool was increased by £21.5m.

High Court action over De La Salle closure

by Patricia Santinelli

Roman Catholics are resorting to legal action over the Secretary of State for Education's decision to go ahead with the closure of De La Salle College, Manchester.

A last attempt by the Catholic Education Council to persuade Sir Keith Joseph to reprieve the college, one of 16 institutions originally listed to cease teacher training, failed last week.

So next week the CEC will file an application for a judicial review by Queen's Bench Division of the High Court. Following this it will seek a writ and file an affidavit. This gives the Department of Education and Science 28 days to reply before the matter goes to open court.

De La Salle, one of eight remaining Catholic teacher training colleges is at the centre of a fight by the CEC to retain its historical share of teacher training places to match the size of the Catholic population and its number of schools.

The CEC has been arguing unsuccessfully since the closure list was first announced that the DES was in breach of a promise that Catholics would retain their existing proportion of places at least until the end of the century.

The reprieve of De La Salle is also the subject of an early day motion which so far has been signed by 120 Labour MPs. The college is also discussing restructuring plans, which might allow it to survive without initial teacher training. This would involve boosting in-service provision.

● Merger of City of Liverpool College with Liverpool Polytechnic from September 1983 was ratified by a full meeting of the council last week, in spite of plans to introduce an amendment which would have delayed a final decision.

Proposals for a merger of the two institutions which will lead to the closure of the college of higher education site, were contained in a resolution passed at a meeting of the city's finance and policy committee, only through the casting vote of its chairman, Mr Trevor Jones, leader of the council.

A previous resolution for a merger had been defeated during a meeting of the education committee when Labour councillors successfully opposed it on the grounds that further time was needed to consider alternative solutions.

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Figures prove poly boom

by David Jobbins

Dramatic evidence of the way colleges and polytechnics more than absorbed school leavers unable to find university places last academic year has been disclosed by the Department of Education and Science.

A detailed breakdown of the age participation rate for 1981–82 shows a massive rise for the public sector, while the universities – although still ahead – suffered the expected fall.

The rate for 1981–82, at 13.2 per cent said by Mr William Waldegrave, under-secretary for higher education, to be the highest on record, showed an increase of 0.5 per cent on the previous year.

The university share fell from 7.5 per cent to 7.2 per cent, a year-on-year drop of 4 per cent. But the public sector soared by a massive 15.4 per cent over the same period, from 5.2 per cent to 6 per cent.

Applications from home students for university places are 2.5 per cent up on last year, and officials expect the upward trend in the public sector to continue.

According to the Universities Central Council on Admissions, just over two thirds of the expected number of candidates had applied by the beginning of last December, significantly earlier than in past years.

UCCA expects the final increase to be less than 2.5 per cent, and the decrease in overseas student numbers to be more than the 5.2 per cent disclosed in applications received by December 1.

Among subjects showing a 5 per cent increase in applications are education, biochemistry, law and combined social studies. Chemical and mechanical engineering are the only subject areas showing a 5 per cent decline in popularity. Ministers are unlikely to be happy with the trend, which shows that civil, electrical and general engineering have failed to attract increasing numbers.

The total number of applications through UCCA totalled 123,295 by December 1, an increase of 2.1 per cent on the same date last year.

Fund launched

Sir Hans Kornberg, professor of biochemistry at Cambridge University, has launched a scholarship fund in memory of Professor Sir Hans Krebs, who died last year. The fund, which will be administered through the Biochemical Society, will provide scholarships at any British university for candidates whose research has been halted for non-academic resons.

News in brief

Third world keen on British staff

Many third-world universities are keener to recruit British academics than their United States counterparts, according to the vice chancellors' Re-employment Information Unit.

Its director Mr Neil Scott, says that many countries with past ties with the United Kingdom, such as Nigeria, Ghana, Jordan and Singapore are expressing a preference for British lecturers.

Humber merger

Hull College of Higher Education plus certain courses from Grimsby College of Technology is to become Humberside College of Higher Education from tomorrow, under the directorship of Mr John Stoddart, principal of Hull College.

The merger is likely to result in the creation of two additional schools, food studies and fishery studies, as well as a revamped school of science. It is also proposed to reduce the number of faculties from four to three: – science, arts and technology and management.

Parking space

St Andrews University is to develop a science park on a half acre site it is leasing to the Scottish Development Agency. The SDA will produce proposals to finance and build small industrial units to encourage the commercial development of high technology, and the university hopes to contribute to a number of specialist fields, including laser physics, and optoelectronics, biotechnology, electrochemistry and computer software. Work is hoped to begin in the new year.

Shipshape law

Southampton University has set up an institute of maritime law in its law faculty. The institute will offer research services to maritime lawyers and help to develop academic links with overseas maritime law centres. Its director is Professor D. C. Jackson, professor of law and deputy vice chancellor.

Two into one

The Business and Technician Education Councils will form one joint body, the BTEC, tomorrow, William Shelton, the junior education minister has announced. The new council, which will operate from September 30 will validate non-degree courses for 500,000 students.

The first post

Professor Kumar Bhattacharyya will be the first holder of the Lucas Professorship in Manufacturing Systems at the University of Warwick. A new endowment of £199,000 from Lucas will establish the chair and a new readership in electrical engineering, strengthening the company's extensive links with Warwick. Professor Bhattacharyya already holds a professorship in the Department of Engineering at Warwick.

Oxford seeks new admissions system

by Paul Flather

School teachers, trade unionists, politicians and students are being asked to comment on ways of simplifying the Oxford University admissions system, including the possible abolition of the special entrance examination.

A 14-member committee into undergraduate admissions is writting to all interested bodies for views on the controversial entrance system which appears to attract a disproportionate share of public school pupils.

The committee is headed by Sir Kenneth Dover, president of Corpus Christi College and a former president of the British Academy, who has had considerable first hand experience with admissions at Oxford and St Andrews, where he was professor of Greek.

Its official task is to review all the various admissions procedures and find a simplified procedure which will command the agreement of all or a majority of the 28 colleges.

It was set up as much to contain threats from some colleges, notably Keble, to devise their own admissions schemes, following criticism of the existing system, by the Labour party, the National Union of Students, the Social Democrats and many state schools.

Sir Kenneth said: "We want to end up with a scheme on which all colleges agree. It is not just to suit ourselves; schools also get quite bewildered by the system we run. It will be difficult because colleges are used to a good deal of autonomy."

The new matriculation offers – entrance on an interview, school report, and minimum grades of two Es at A level – run this year by 10 colleges for the first time, had caused great confusion. Applications had gone to colleges not offering the scheme.

Keble had decided to press ahead with a new admissions scheme allowing students to apply direct to the college through the Universities Central Council on Admissions. It has agreed to postpone its plans for a year, pending the result of the review.

The committee aims to produce its report by the summer ready for circulation in the colleges, with final decisions emerging from college representatives next October. This would affect 1984 applications from students going to Oxford in 1985.

Almost 79,000 people have visited Glasgow University's reconstruction of the main interiors of Charles Rennie Mackintosh's house since its opening last year. The original house containing Mackintoch's early twentieth century designs was demolished in 1963.

The Mackintosh wing of the university's Hunterian Art Gallery has a complete cross-section of the house, with bedroom, drawing room and dining room (above). The university also owns the largest single collection of drawings and designs by Mackintosh.

Lecturers' union likely to claim 12 per cent

by David Jobbins

Union leaders are likely to agree to lodge a 12 per cent claim for college lecturers next month.

They have already endorsed the salary policy drawn up by the main union, the National Association of Teachers in Further and Higher Education, which couples a percentage claim to make up the erosion of salary values over the 12 months to April next year with a £280 lump sum to narrow differentials.

But when the Burnham further eduction committee teachers panel met just before Christmas it postponed fixing the percentage part of the claim.

Further consultations between the unions which comprise the panel are to be held before the figure is decided, but a number of trade unions in the public sector are heading towards 12 per cent and it is likely that college lecturers will follow suit.

The claim will also incoporate the structural changes sought by Natfhe – automatic progression from the Lecturer 1 to the Lecturer 2 grade, a extra points at the top of the SL grade as a step towards achieving parity between polytechnic and university lecturers, and associate lecturerships for all part time staff.

The redundancy terms announced by the Government will be firmly on the agenda for the national joint council when it meets early in February. The union side is pushing a special claim for teacher education staff whose jobs are threatened by the new round of closures which seeks compensation comparable with the more generous terms available to university staff.

There is also a claim still on the negotiating table for 12 months notice of redundancy and increased compensation.

"The scheme announced by the Government is completely inadequate to meet the very dangerous situation the Government itself has created," said Mr Peter Dawson, general secretary of Natfhe.

Coventry to concentrate on retraining workers

Coventry's further education colleges are to concentrate gradually on post-18 provision, training and retraining under a plan the city council hopes to implement by 1995.

The plan is outlined in a consultative document *Comprehensive Education for Life* published by a working party set up by the city's education committee. It examined the future of post-primary education in the light of a decreasing population of 19-year-olds and changing needs caused by unemployment and new technology.

Under the plan which is to be reviewed annually, the three further education colleges would be expanded to cater for training needed to support changes in technology and techniques. The idea is to enable individuals during their working life to constantly update or change their skills through specific programmes either full or part-time.

Coventry's population is expected to number 150,000 between the ages of 18 and 55 by 1995. The working party has calculated that if each person were to receive a year's retraining or education during their employment, this would require 4,000 full-time places.

Content of programmes, modes of learning, attendance patterns, learning materials and tutorial support would have to be tailored to the needs of adults. Credit systems would also have to be developed to allow for interchange between validating systems, levels and institutions and between formal and informal modes.

Coventry would retain its present system of comprehensive schools, but these would provide for all people aged from 11 to 18 and would be developed as community colleges.

This would allow for a commitment to provide that entire age group with education and training either on a full or part time basis as a right. It would also allow the development of new approaches to courses for 14 to 18-year-olds including combinations of education work, training and work experience, as well as releasing resources or accommodation for further education colleges.

According to the report this model would be the least expensive, costing some £1.3m less than the current education budget.

£34m Giotto contract signed

by Jon Turney
Science Correspondent

The European Space Agency signed a £34m contract with British Aerospace to build the Giotto spacecraft which will rendezvous with Halley's comet in 1986. The contract signifies the final go-ahead for this important scientific project, and underlines the ESA's determination to push ahead with its Ariane launcher which failed last September.

To meet the comet, which passes earth every 76 years, the spacecraft will have to lift off from Kourou in French Guiana in July 1985, or wait until 2061. As the craft will pass through the coma – the head of the comet – in roughly an hour and a half it will need to transmit data back to earth very rapidly. And it will need new shielding designs to absorb particles from the comet which would disable scientific instruments.

The resulting design is for a craft weighing 750kg, well within the capacity of the Ariane launcher. However, the ESA will want to be certain there is no chance of a repeat of July's dual satellite launch of the rocket, when a lubrication failure sent it into the Atlantic.

The ESA craft is named Giotto after the painter who produced a recognisable image of Halley's comet on its passage in 1301, when he used it as a model for the star of Bethlehem in his fresco "Adoration of the Magi". Halley's comet is also depicted in the Bayeux Tapestry, and sightings are recorded as early as 87 BC.

New comets are brighter than regular passers-by like Halley's comet, and produce more dust and gas. The older object was selected for this mission because its orbit is known exactly enough to plan the spaceflight.

Hendon case talks blocked

An attempt by union leaders to intervene in the dispute over a lecturer at Hendon Police School who leaked overtly racist essays written by cadets has been thwarted by some of their members.

Talks sought by the executive of the National Association of Teachers in Further and Higher Education with local councillors who are considering withdrawing 30 lecturers based at the school if the lecturer, Mr John Fernandez, is not reinstated, could not take place this week.

Some Natfhe members opposed to the composition of the union delegation occupied the room where the meeting was to take place and the talks were abandoned.

Although the issue of academic freedom arising out of the refusal of the head of the school, Commander Richard Wells, to allow Mr Fernandez to return was discussed by the union executive at the weekend, union leaders are equally concerned at the threat to the jobs of the 30 staff if they are withdrawn by Brent Council.

Mr Fernandez is on secondment from Kilburn Polytechnic, and many members there feel that the leadership is failing to treat the case as a priority.

But Natfhe said: "Mr Fernandez has been offered assistance by the association and has not so far asked for it. Our major concern is protecting the tenure of our members wherever they are."

The union insisted it has attached great importance to the development of an anti-racist policy.

Chartered engineers vote on power transfer

The Council of Engineering Institutions is now waiting to see if its 200,000 chartered members vote to transfer its most important powers to the new Engineering Council. The CEI and some of the major individual institutions are holding open meetings this month and next for engineers to discuss the transfer of the register and other functions of the Engineers Registration Board before they return postal ballot forms sent out by the CEI.

The CEI's statutes demand a two-thirds majority vote in favour of the transfer if its own board's 25–10 decision to ratify transfer in November is to be confirmed. The ballot remains open until February 7 to allow overseas members to vote and the result should be announced by the Electoral Reform Society two or three days after this.

The major engineering institutions are all behind the move, and most have sent messages to their chartered members urging them to vote in favour. They believe that the Engineering Council's first policy statement, issued in October, offers enough reassurance about the council's intentions for the transfer to go ahead.

However, some individual members of the CEI still have reservations about the new body's apparent failure to guarantee self-regulation to professional engineers by assuring them adequate representation on the council. The CEI is also aware that there is a widespread feeling that it would have little role left if the registration powers were passed on.

For the Engineering Council, the ballot is the end of its first major task. Negotiations over the transfer have occupied most of its first year, at the expense of its other principal responsibility to promote what the Finniston report called the "engineering dimension". The new council's Royal charter lays down that the transfer must be complete by next autumn, and a successful ballot result would enable this deadline to be met.

In the meantime, the council has strengthened its administrative staff with three new directors, including Mr Tony Bond, formerly of the Department of Industry, as director – education and training. Mr Bond is expected to bring several DoI schemes, like the "young engineer for Britain" competition, under the council's wing.

Social work training at risk

by Paul Flather

Employers have been warned that work training will be severely ...ed, with course reviews re... to seven or eight year interval... if the training budget is not ...creased to a "realistic level".

The Central Council for Education ...d Training in Social Work has ...sitten to Mr Norman Fowler, ...ecretary of State for the Social Services, saying it will be forced to ...ndon some of its statutory obliga...ons if repeated cuts are not re...versed.

The council has found itself in recent years caught between a shrinking budget, and increasing responsibilities brought in by new legislation, ...for example the new Mental Health (Amendment) Act increasing the social work side of care for the mentally ill.

Dr Harry Kay, vice chancellor of ...ester University, and chairman of the council, said CCETSW had ...eached a critical stage. "The council cannot go on like this. We have ...eached a point where any further ...cut means we will have to look critically at just what statutory duties we can do."

The council's budget was cut by 10 per cent in 1980/81, and this year's budget of £2.2m is again cut by 10 per cent. Since 1979 the council estimates rising costs have outstripped increases in income by between three and four times, and already some 20 of the 160 posts remain unfilled.

A paper listing some of the council's activities which are bound to suffer even if the budget is not reduced in real terms, was presented to members at their meeting earlier this month provoking widespread concern.

The national planning of training run through five regional offices, and the advisory role played, would have to be reduced, as would planning of specialist training with the profoundly deaf, the blind, and physically handicapped young people, the paper says.

The council has already reduced its validation work and "quality control" of training programmes. More cuts could mean course reviews every seven or eight years even if standards and coursework were less than acceptable. Reforms would be difficult to introduce.

The only CCETSW sponsored course for 16 to 19-year-olds, a preliminary certificate in social care, would be dropped, post-qualification work drastically curtailed, and collaborative work for example with the general nursing councils, cut to a minimum.

According to the paper, the council also anticipates its future load increased further in the light of the Barclay report, which discussed favourably the idea of a new probationary period of social work training, a new community social work ethic, and improved residential staff qualifications.

Dr Kay said the letter, sent at a time when budgets were being prepared, clearly showed how seriously the council viewed circumstances. The legal implications of dropping statutory duties are far from clear.

"We have a duty to be responsible for social work courses run in universities, polytechnics, and colleges. We have to ensure each region runs a fair number of courses. We are getting too thin on the ground already to do this properly," he said.

CNAA revises part-time study rules

by Felicity Jones

The growing demand for part-time degree courses has been recognized by the CNAA which is to liberalize its rules on honours degrees.

Polytechnics and colleges may now submit proposals for part-time honours degree courses of four years' duration in England and Wales and five years in Scotland in special cases, although the normal minimum length of part-time degrees will remain at five years and six in Scotland.

The council intends to keep a tight rein on standards however, and will consider every application itself on the advice of the relevant validating committee to ensure that the quality of full and part-time degrees remains identical. Dr Edwin Kerr, the CNAA's chief officer, said the move was in recognition of the fact that some subjects, particularly non-laboratory-based subjects, did not need five years' study.

The CNAA will pay attention to the demands placed on the students in determining the length of the part-time degree. Dr Kerr hinted at further changes in the next few years, as more students mix their study habits to combine block release, part and full-time in the same course.

In a further development Newcastle Polytechnic has become the first polytechnic able to register candidates directly for PhD degrees and transfer the registration of candidates from MPhil to PhD.

The CNAA considers this to be a major step towards greater independence and maturity for polytechnics. A CNAA representative said it was a far from automatic step for all polytechnics and represented an important landmark in the development of public sector institutions.

Since 1973, Newcastle has been one of a limited number of polytechnics which have approval to set up research degree committees to act as agents for the CNAA on research degree matters. Under its terms of reference, the polytechnic could register candidates for MPhil degree but could only make recommendations to the CNAA over PhD applications.

Eighteen polytechnics and one college have been empowered to set up such committees so far, initially for a five-year period, with renewal of approval. The research degrees committees now all have constitutions and terms of reference based on or compatible with a model issued by the council.

In 1980, the CNAA agreed that those with a good record could apply for further powers, including the direct registration of PhD students, and it is under these new regulations that Newcastle has scored its first. A number of other applications are now being considered.

Have a good year – Leicester Polytechnic students make a New Year toast with "vin de poly", their very own wine label. Sales of the French red and white wines have boomed since they went on sale two weeks ago in the student union at £2 a bottle. The same vin ordinaire sells for £3.95 in London restaurants.

Lecturers fight sexual harassment

College lecturers are to demand cooperation from their local authority employers to combat sexual harassment at work.

A commitment to make information about the procedures available to sexually harassed staff is one of the elements of a model claim approved by the executive of the National Association of Teachers in Further and Higher Education. This will be ratified by the union's national council next month.

Natfhe also expected to undertake a fuller examination of the whole issue during the next year.

Other aspects of the claim, which will be pursued at local level, cover arrangements for pregnant lecturers to attend regular health sessions at their workplaces without losing pay, and provision of a quiet room other than a sick room for their use.

Improved arrangements for cancer screening and controls on equipment or substances hazardous to unborn children are also included.

Natfhe is also introducing a pilot child care scheme for members attending union meetings where creches are not available.

● Natfhe is to call on the Women's TUC to pressure affiliated unions to place special emphasis on removing sexual inequality in occupational pension schemes. A second resolution attacks the Manpower Services Commission for failing to promote schemes based on positive action policies.

Union calls for more FE staff

A Scottish union has urged further education lecturers to accept evening and weekend work for the Youth Training Scheme which must be implemented by the autumn.

The consultative paper sent by the further education section of the Educational Institute of Scotland to its 4,000 members say this cannot be achieved through overtime payments. It says further education staff must be increased by about 15 per cent. This would mean another 300 posts being created in Strathclyde region alone.

Mr Arthur Houston, the EIS's further education officer, said: "We're prepared to turn our whole service upside down to make a success of the YTS. We're offering total flexibility with a seven day week and taking part in residential courses.

"In return, we're asking for reduced class contact, and smaller classes with a maximum of 12, and an additional 10 days' leave a year."

The EIS will have a special delegate conference in January to decide whether to begin negotiations.

The EIS further education section has also called for development of education and training in prisons. In a letter to Scottish home affairs minister Mr Allan Stewart it says nearly 40 per cent of prisoners are illiterate or semi-literate. "The money spent on the education service represents one of the major catalysts for change in prisoners' lives and outlooks," it says.

Give youth a taste of real life, says study

by Patricia Santinelli

Introduction to work courses for youngsters on the Youth Opportunities Programme should be more practical, to help them cope better with real jobs.

This is one of 12 recommendations in a 19-month in-depth study of the courses, which are predominantly run by further education colleges.

Introduction to work courses are directed at 16 to 19-year-olds who lack basic skills or have missed out educationally. They aim to improve confidence and ability by providing training in basic work skills, life and social skills, as well as communication and numeracy.

The study was conducted by the Hester Adrian Research Centre in conjunction with the Bolton College of Education. It found that most students on these course increased their chances of getting a satisfactory job.

But it stresses that although students had a positive approach to work and realised the difficulties of getting a job, they tended to have an unrealistic concept of themselves as workers.

It found that the job interests of students bore little relationship to what they knew about the jobs they preferred.

"Youths expressed preferences for garage and mechanical work, building and local services work, while girls were mostly interested in nursing, catering, office and shop work, but in many cases knew nothing about these fields of employment," the study says.

The authors of the study believe that the courses' effectiveness could be improved by introducing a maximum length and by encouraging technical colleges to put on more wherever possible.

It also wants to see courses advertized better and standardized procedures for admission. Course tutors should attend a minium period of induction and at least one leading tutor should have an industrial/commercial background, it says.

The study also recommends that local education authorities should provide a detailed financial statement of annual expenditure on courses a new national and regional advisory and coordination system should be established.

● The Yorkshire and Humberside Association of Education Authorities has called for the Association of Metropolitan Authorities to press for a more influential role on the Youth Training Scheme.

The Yorkshire and Humberside association feels that the Manpower Services Commission's wish for education authorities to play a secondary role on the YTS does not allow for the fact that industry will be unable to support its full share of the scheme.

It believes that the considerable and successful work undertaken by colleges on other MSC training schemes, entitles the authorities to a stronger role in the YTS.

Architects welcome supervisory group

The Royal Institute of British Architects has welcomed a new group which will oversee architecture courses in collaboration with the university and local authority sectors.

The RIBA president Mr Owen Luder, said that the working group set up by the National Advisory Body was a "constructive and timely response" as both NAB and the University Grants Committe were planning for 1984/85.

He agreed with Mr Christopher Ball, chairman of the NAB board, that there should be a "seamless web" view of education which encompassed schools, further, higher and continuing education.

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North American news

'Drying out' unit set up on campus

from P. E. Burke

OKLAHOMA CITY

One student in 50 has to leave college in the United States because of a drinking problem. Now Oklahoma State University at Stillwater has decided to deal with the problem other than by "sending down" or proctoral admonishment.

A detoxification unit will be opened next year to help students and also local residents with their drinking problems. The project will cost $225,000.

Called Starting Point II, the 12-bed unit will be open 24 hours a day and will be staffed by para-professionals and technicians. Those who are drunk will be kept there and sobered up; those with drinking problems can be given advice and medical treatment.

Dr Francis Zipple, executive secretary of the unit, said: "We will keep them till they are sober. We can feed or take care of a person for up to 72 hours. This will also give us the chance to convince the problem drinker to seek professional help.

"The majority of the people who will come seeking help will come from OSU. That will be because of their age group – 18 to 30 – and not because they are students."

Dr Pat Murphy of the OSU advisory service on alcohol said: "Other drugs can still be obtained in Still water, but alcohol is now the big drug problem. Students today are different. They have less money to go out socially. Also it can be documented that the hard economic times have placed a lot more stress and tension on them. There is more competition between them for grades and jobs. This leads to more drinking."

OSU is also asking breweries and alcoholic drink distributors who offer kegs of beer as prizes to stop the practice.

A chapter of the Bacchus organization (Boost Alcohol Consciousness Concerning the Health of University Students) has been established at the university.

Heading this service is Mrs Molly Simmering, who has a master's degree in chemical dependence. She said: "What we do is promote the responsible use of alcohol and provide alternatives to drinking. We challenge them to have parties without alcohol."

Mrs Simmering agrees with surveys that show approximately 75 per cent of university and college students take alcoholic drink and that this can cause problems.

"We have also found one out of 10 (student) drinkers has a problem with drinking. He may be fighting with his room-mate or, perhaps, flunking a mathematics course because of his drinking."

Mrs Simmering said alcohol should be available only "in a controlled setting with supervision – away from dark bars and loud music. Elements that encourage alcohol abuse.

"It should have a supervisor with the authority to tell a student that he has had too much to drink and to go home – and perhaps find a friend to help him get home."

Papert: accusation of colonialism

MIT man walks out of Paris project

from E. Patrick McQuaid

CAMBRIDGE

A computer expert on leave from the Massachusetts Institute of Technology has resigned as chief scientist of a Paris-based research centre which was to aid development in third world countries but has quickly become a vehicle, he claims, for the French electronics industry.

Mr Seymour Papert, a professor of mathematics and education, was one of several foreign specialists retained by the Centre Mondial pour la Micro-Informatique to work on the "social applications of computers" to benefit developing nations, according to plans announced by the Mitterrand government shortly after taking power.

Even then, there was considerable speculation throughout the world that the new centre, for all its good intentions, would become " a stalking horse for the French communications and computer companies", as one American Congress man put it.

Word of discontent among foreign specialists with the management style of the centre's chief ideologist, scholar-journalist Jean-Jacques Servan-Schreiber, first surfaced in the Paris daily *Le Matin*.

M. Mitterrand's personal commitment to the project is said to have kept widespread criticism to a minimum but *Le Matin* reported that in addition to the imported experts, French academics were not pleased to learn that while funding for university computer studies will remain limited, the Centre Mondial's generous 60 million franc budget will shoot to 100 million francs next year.

American academics first learned of the controversy following Mr Papert's resignation in November from a lengthy report by the magazine *Science*. By then four other specialists had chosen to disengage from the centre. They were Barbro Erlander, of Sweden, Kristen Nygaard, of Norway, Fernando Flores, of Chile, and Terry Winograd, of the United States.

Mr Winograd, a professor at Stanford and, like Mr Papert, a specialist on artificial intelligence, said that the scientists had been mislead by M. Servan-Schreiber who promised "to do the legwork to establish the centre, but would then turn to a committee of scientists to guide it". When such a mechanism failed to materialize the four quietly left.

Mr Papert's resignation was not so cordial. Disdain between him and M. Servan-Schreiber came to a head following a published interview with the former cabinet member and leader of the Social Radical party in the magazine *Nouvel Observateur*. In this article M. Servan-Schreiber spoke of a project under his direction underway in Senegal in terms Mr Papert considered derogatory.

Not only was the project under another's direction, with the assistance of Mr Papert, but at the time of the interview it was still only in the planning stages. Mr Papert accused M. Servan-Schreiber of "French colonialism".

Mr Papert is widely known as the originator of the computer language logo, designed for elementary education. He is scheduled to return full time to MIT this coming term.

Overseas news

Labour fears over Israel's lost' Arabs

from Benny Morris

JERUSALEM

Israel's Labour party is concerned about the growing number of Israeli arabs undergoing academic training in Eastern Bloc countries. This is seen as a factor or potential factor, in the alienation of educated young Israeli Arabs from the State.

According to Ra'anan Cohen, director of the party's minorities division, 675 Israeli Arabs have studied or are studying in the Soviet Union and other Eastern Bloc countries.

In a secret document by Mr Cohen to Labour Party chairman Shimon Peres and to Histadrut (Trade Union Federation) secretary general Yeroham Meshel, Cohen wrote that these studies began in 1963 and gained momentum after the split of the Israeli Communist Party in 1965 – into the now largely defunct Maki, pro-Zionist Communists, and Rakah, the anti-Zionists New Communist Party, which today has four seats in Israel's 120-member Knesset.

Between 1967 and 1981, according to Cohen, Rakah sent 514 Israeli Arabs to study in Communist countries at the expense of the host countries. More than half the students went in the past five years. Another 161 Israeli Arabs went to study in Communist countries, particularly Rumania, at their own expense.

Far fewer Israeli Arabs – possibly no more than a few dozen – during these years have done degrees in universities in western countries, which are much more expensive to live and study in than Rumania.

According to Cohen, 60 per cent of the Rakah nominee students went to Russia, 20 per cent to Czechoslovakia and the rest to East Germany, Bulgaria, Rumania, Hungary, Poland and Yugoslavia. About 60 per cent studied medicine and 20 per cent other scientific subjects.

Israel's medical schools are notoriously difficult to get into, although a small number of places are annually "reserved" for Arab candidates. Arab students get these places if they have "reasonable" marks even if there are Jewish candidates with better marks applying at the same time. Arabs, given the relatively lower quality of the secondary schools from which they emerge, usually find it difficult to compete with their Jewish peers to gain entry into the science faculties in Israel's universities.

There are almost 2,500 Arab students in Israel's universities out of a total student population of 55,000 and most of them study humanities subjects.

The Rakah scholarships are conditional on the recipient working for three years as a party activist when he returns to Israel after completing a degree. The scholarships are also conditional on one family member of the recipient being a party member and on sufficiently high grades in high school being attained, according to Cohen.

In his recommendations, Cohen says Israel must find ways to help more of its Arabs study in Israel or find scholarships for them to study in the west.

The Turkish Open gets underway

Bernard Kennedy

ANKARA

Last-minute preparations are under way for the opening of what has been described as "an education system which will make lecture halls even of village coffee houses". This is how Professor Yilmaz Bukersen, rector of the Anatolian University, describes the Turkish Open University, more properly known as the Open Education Faculty of the Anatolian University, which is based in Eskisehir, about half way between Ankara and Istanbul.

Books and other materials have been published; it has been announced that Open Education programmes will be broadcast on Turkey's single-channel television network as of January 15, and student applications have closed, although they reportedly fell slightly short of the 25,000 initial target.

The main aim of the scheme is to allow would-be students who fail to win places at university to benefit from higher education nevertheless. Applicants were required to hold a high school certificate and to have scored a minimum of 315 points in last summer's university entrance examinations. This apart, says Professor Ihsan Dogramaci of the Higher Education Council, open education in Turkey is being modelled after the British Open University, and similar teaching methods are to be employed.

In fact, three Turkish academics went to England some months ago to discuss the most suitable model and syllabuses with OU officials.

But Professor Buyukersen has also been quoted to the effect that eventually open education will not only benefit youth, while Open Education Faculty chief Professor Inal Cem Askun believes that the new educational opportunities to be offered by the Turkish state will help to eliminate the roots of terrorism.

Eskisehir was apparently chosen as the centre for open education because the Anatolian University possesses a considerable quantity of broadcasting equipment.

In its first year, the Open Education Faculty will teach a broad-based core syllabus.

History in the decision making

from A. S. Abraham

BOMBAY

For the first time in nearly a decade, the Indian History Congress has been asked to submit for approval the entire contents of its annual report, including research papers, before it receives the yearly grant given to it to publish the report.

In its belated reply to the IHC, which has asked for the grant, the Indian Council of Historical Research, which gives the grant, asked to see the contents of the IHC report in advance "for the perusal of its experts before the secular character of it could be certified by the council to the Government of India. Ministry of Education, Department of Culture". Since the IHC was founded in 1935, no one has asked it to prove its "secular" credentials.

When the IHC wrote in protest asking on what grounds the ICHR demanded to see the contents of the IHC report in advance, the ICHR replied that "whenever a decision is taken by the council, it will be communicated" to the IHC.

However, the director of the ICHR has said that the IHC is making "a lot of fuss over nothing". According to him, a junior ICHR officer wrote the first letter to the IHC "in the routine course" and the letter was despatched "by mistake".

The normal procedure when doling out grants is for the ICHR to ask for beneficiaries to submit manuscripts and contents of journals "for perusal". The IHC has been exempted from this requirement and will continue to be, although it may be asked for form's sake to do what other beneficiaries are required to do lest the ICHR be accused of discriminating in favour of one recipient of its largesse and against all the others.

But officials of the IHC are unconvinced. They think there is more to the ICRH's "mistake" than meets the eye and that, in fact, what the ICHR has tried clumsily to do is to vet the IHC annual report and research papers. They say they are determined to resist any further such attempts at pre-censorship.

Disillusioned Greer storms out of Tulsa

from a special correspondent

TULSA

Dr Germaine Greer, the feminist author and lecturer, is leaving the faculty of Tulsa University with a certain amount of anger and almost total disillusionment.

The author of *The Female Eunuch* and *Obstacle Race* was invited three years ago to join the privately owned university, which has a heavy bias towards petroleum sciences, and head the specially created Tulsa Centre for the Study of Women's Literature. She was made professor of modern letters and the centre was given an annual budget of $75,000.

"Tulsa University is run like a banana republic," said Dr Greer. "I am finished with TU. I have wasted a bunch of time. I was gullible and they led me on."

She added that the budget of the centre had remained stationary for three years and "that is not enough to buy paper clips".

Dr Greer said that she had spent $24,000 of her own pocket on the centre. She also complained about Tulsa University's requirements for doctoral dissertations, and that she would not have accepted the directorship had she been aware of this "anomalous situation".

Dr Thomas Staley, dean of the college of arts and sciences at Tulsa University, said: "I told her perhaps it is too expensive for the University of Tulsa to mount a major national centre for the study of women's literature, and that the climate in higher education today is such that we must allocate our resources in the most conservative way.

"We never anticipated making major expenditures of our funds other than this seed money to begin the endeavour . . . a director, upon being appointed, is in part responsible for helping to raise this outside money."

On this point of raising funds, Dr Greer replied in the students' newspaper *The Collegian*: "It pisses me off to have to beg. My frustration has nothing to do with the work. That is a joy. I am tired of the frustration that comes from the things that we cannot do because there is not enough money. My fear is that it is all going to be wasted – that if I leave, they will can (terminate) it."

On that last point, Dr Staley has announced that Dr Shari Benstock, the wife of a Tulsa University academic, has been named as the new director of the centre.

He noted that, while Dr Greer was at Tulsa University for only the autumn term each year, Dr Benstock would be there full time.

In three years of operations the Tulsa Centre for the Study of Women's Literature has had two graduates. At present it has three students.

Asked whether she would try again to establish a woman's centre that would fulfil her original goals, Dr Greer replied: "We shall see. But I should do it in England, not over here."

Yale students assess teachers

Yale University is distributing staff evaluation forms to undergraduates which are to figure in teacher assignments and tenure nominations. Most American universities use such evaluations to help students decide which courses and which professors they will select for future term study.

The new forms are considered experimental and they are to play "an informal role" in appraising a teacher's ability when a candidate for tenure, according to university officials. Teacher ratings are printed annually in a booklet by *The Student* daily newspaper but have no standing with university administrators.

Teachers are not required to distribute the new forms and students are not required to fill them out. Only the individual instructor and his department chair will have access to completed forms, which will not be used in seminars so small that student anonymity might not be preserved.

The form provides a page for students to make a personal statement about the teaching effectiveness of the instructor and to evaluate the course work as well.

John Erickson: "It is not a bland exchange of aphorisms"

Scottish conversation piece

A distinguished group of Scots is holding informal meetings with Russian experts in an attempt to improve East-West relations. Olga Wojtas reports

Two years ago, a group of distinguished Scots who felt that East-West relations had become blocked hatched a small conspiracy whereby 10 people from Scotland would approach the Soviet Union for informal talks.

The group was in no sense an official delegation, but represented a cross-section of Scottish opinion, including the journalist Lord Ritchie Calder, Lord MacLeod, a former Moderator of Scotland moderator and founder of the Iona Community, the late Scottish National Party vice-chairman, Margo McDonald, and a representative of the Campaign for Nuclear Disarmament.

Edinburgh University's professor of politics, John Erickson: "Within a day it became very apparent that the Russians were not interested in simple propaganda, but wanted to talk seriously. It was not a bland exchange of aphorisms".

Professor Erickson, who has headed defence studies at Edinburgh for 15 years, has been instrumental in setting up the ensuing "Edinburgh Conversations", a series of discussions between Soviet and British experts which has covered military balance in Europe, its science and technology, and the medical and environmental implications of nuclear war.

Last year's meeting at Edinburgh University resulted in a call from both sides for nuclear arms limitations. The idea of "limited nuclear war" was both unreal and unacceptable, they said, and neither Europe nor any other part of the world must be designated a theatre of nuclear war.

Further "Edinburgh Conversations" were held in Moscow this autumn, and Professor Erickson describes them as a major breakthrough in that they recognized that discussions on no first use of nuclear weapons and moves towards disarmament must include the problem of the balance of conventional forces.

"Both sides agreed that to wage nuclear war was absolute madness, that you cannot excuse or justify it in any sense at all. But to talk about no first use of nuclear weapons on its own doesn't make sense unless it is extended into the conventional field. To point this out has never been done before," he said.

The importance of the "Edinburgh Conversations", which will resume in Edinburgh next year, cannot be underestimated. They are not official, but it is precisely because of this that Professor Erickson believes they are so productive, uninhibited by governmental or diplomatic restrictions.

The conversations have included Soviet and British senior military commanders, and influential members of the central committee. The participants are pledged to "promote the agreed points of view to the governmental circles of their respective countries".

Professor Erickson is irritated by suggestions that he and the other British group members are simply victims of Soviet propaganda. "Some of the people I talked to in the Soviet Union I've known for 17 years, and it's a little difficult to be conned.

"I don't think the Russians or ourselves can agree to stop the arms race, but we can slow it. I tend to share the Soviet point of view that what drives the arms race is really not technology but changes in doctrine," he said.

East-West relations cannot help being a crucial topic in defence studies at Edinburgh University, given Scotland's role as home of the national deterrent. "There is more NATO infrastructure per square mile in Scotland than anywhere else, and everything in the NATO lexicography is here," Professor Erickson said.

Because of this, he is deeply concerned to establish defence studies at Edinburgh as an information centre available to anybody. He is astonished by the "patronizing and demoralizing" attitude of the Government, which he sees as undermining their own position by refusing to make defence information readily available.

"The appetite for information is insatiable, and people should be able to get accurate information, not stuff that has been manipulated, precisely because the northern flank is becoming more and more important. It's like living on the Normandy," he stated.

Scotland's northerly position makes it impossible for it to avoid involvement in the NATO-Warsaw Pact confrontation. And it is precisely because of its position that Professor Erickson maintained: "All these silly remarks about not having nuclear weapons in Scotland is a *non sequitur*. There is no such thing as a nuclear free zone. Nuclear targeters never believe it is free, and modern weapons are not designed to observe frontier niceties."

He added pragmatically that even if Scotland did become a non-nuclear area, it would then be as much a target for the Americans as the Russians, as the Americans would never allow it to become a Soviet bridgehead. However, he feels it is "mischievous misinformation" on the Government's part which has led to the belief in the inevitability of nuclear attack.

"A lot of hysteria is being massed against these things, but I don't believe the Russians need drop one nuclear weapon at all. Much more can be done by a mixture of conventional and chemical weapons. And modern weapons strike not at other weapons but at command and control centres. While Scotland still has post offices, railways, aerodromes, it remains a target," he claimed.

Meanwhile, John Erickson is committed to keeping the "Edinburgh Conversations" going. They increase the possibility of negotiation, he believes, by providing "political and technological thinking aloud sessions which might not be allowed otherwise".

The ultimate hope is to extend the "conversations", although Professor Erickson accepts this can only be achieved slowly. Edinburgh's defence studies department has wide ranging contacts throughout Europe, the Middle East, and North America, and over the past ten years has been building up links with China.

"I think every advantage can be drawn from multilateral conversations, he said. "Certain rules apply in universities, and you can't exactly be accused of being mouthpieces for anyone. Things must be discussed, written down, checked, and once they're professionally anchored, you can't use them to say ABC when they're not.

"I want to build Edinburgh up into a recognized neutral base between people in the international community, which can answer the technological inquiries which make up the bulk of people's misgivings. You can't solve defence problems by metaphysical meanderings."

Sandra Hempel looks at the University Grants Committee's recent progress report on the effects of the university cuts

The UGC's half-term report

Whatever the contents of Sir Keith Joseph's Christmas stocking, the Secretary of State for Education has not been short of interesting reading matter to see him through the holiday period.

He has before him the University Grants Committee's recent appraisal of the restructuring of the universities, made almost at the half-way point in the three-year cycle and submitted to Sir Keith just before Christmas.

While the universities are said to be broadly following the UGC's advice, the committee says it is concerned about some aspects of the way the system is adapting to the new levels of funding, and that uncertainties remain.

Cuts of the order and speed required by the Government would be difficult in any sphere, the UGC says, but the nature and organization of higher education – in particular the long lead times caused by the length of courses and the complex and democratic decision-making processes – has caused particular problems.

While interest had tended to focus on a handful of the most severely hit universities, almost all were facing major adjustments and there were special difficulties in London which contains many institutions with considerable autonomy.

On its monitoring role, the committee says that it has generally refused to intervene in discussions about particular cuts in individual institutions. "Universities are responsible for taking their own decisions, it is impossible for them to avoid making unwelcome cuts and rumours about their intentions have sometimes proved incorrect." The UGC says, however, it has taken up "a number of matters" with universities generally or with particular institutions.

It has invited discussion of how minority subjects could be sustained and made special approaches to universities with interests in oceanography and the history and philosophy of science. Universities have approached the committee about problems with minority languages, textile technology, colour chemistry and nuclear engineering.

"We are investigating suggestions that a large number of sandwich courses are being dropped, partly because it has become even more difficult than in the past to find placements but also because academic staff are too stretched to accept the burden of administration and supervision," the UGC says.

The committee has told individual universities it is concerned about the general dangers of cutting too many non-academic jobs and thus overburdening academic staff with administrative tasks and cuts in student counselling, careers advisory services and central computer services. There were some universities which seemed to be set to exceed their student number targets by at least 5 per cent.

On student numbers the UGC identifies a particular problem in mathematics where the 1980/81 entry was 18 per cent above the previous year and where continued high numbers could take resources intended for other areas of science. The committee is considering the implications of this.

Setting up clear rules for applying the staff compensation terms to many groups with different employment and pension entitlements was a complex operation, the UGC has told the Secretary of State. Together with approving claims this has been a major additional burden on the committee.

To date, the committee has received more than 1,800 claims from universities for compensation for departing academic and academic-related staff which add up to nearly £41m. The total cost of compensation is estimated at £90–£100m.

"On the basis of these claims the universities are now 45 per cent on the way towards their forecast loss by early retirement or redundancy of 4,000 staff," the UGC says. A high proportion of those leaving are said to be in senior posts with professors accounting for 20 per cent and senior lecturers and readers for 48 per cent.

There is clear evidence, the committee believes, that the severance pay for staff under 50 is not attractive enough to persuade them to go voluntarily. An analysis of compensation claims last summer showed that only seven per cent were for staff under 50. The UGC refers to Sir Keith's advice to universities that they should approach the Privy Council for changes in their statues to allow compulsory redundancies. It says that certain universities have claimed they cannot get the necessary consensus for change or that legal opionion says tenure cannot be altered in this way. "We shall be watching developments closely," the committee adds.

On academic balance, the UGC's analysis shows that the percentage of posts lost in 1981/82 in engineering, technology, mathematics and computer science was much higher than average. This was not surprising because these staff found it easier to find new jobs. Overall student/staff ratios had deteriorated rapidly.

It predicts severe management problems caused by some universities, which have overshot their required staff losses in some areas. They will have to start recruiting, while having exhausted voluntary job loss in other areas where they still have to make reductions.

The committee thinks universities are on target to meet the planned changes from a distribution of students in arts, science and medicine of 50:41:9 in 1979/80 to 48:42:10 in 1984/85. It is worried about the prospective increase in the student/staff ratio in medicine over the period however, from 6.2 to 7.2.

"Although we told universities that medicine could no longer receive the protection it had enjoyed hitherto, we had evidence earlier this year that some institutions had misunderstood our guidance and were planning greater cuts than we had envisaged. We therefore sent a letter of clarification in May to all universities with medical schools," it says.

It will not be possible for some years to get a balanced view of the effects of the cuts on academic standards in individual departments, the UGC says. "The statistical evidence on staff losses cannot show up the damage to a department when a particularly valuable member of staff departs. Nor can a simple enumeration of courses and of options which have been withdrawn convey the extent to which curriculum is being impoverished."

The committee has told the Secretary of State that it is not yet possible to estimate the number or the cost of claims for the 75 per cent contribution which it has promised towards the salaries of part-time staff needed to run down or phase out courses.

The committee warns Sir Keith that while building projects costing less than £1m will normally have to be financed from the university's block recurrent grants, there will be some schemes result from mergers and rationalization that will cost several millions and which can only be financed from the UGC's limited building programmes. Such schemes may come after the academic restructuring and extend well beyond the contraction period.

"We are much concerned at the need for major renovation of university buildings and intend to carry out a pilot study of eight to ten universities in order to asses the scale of the problem," the UGC says.

On "new blood", the committee welcomes the Secretary of State's decision to provide new funds. "But we do not expect them to do more than provide some impetus in selected areas," it says.

The committee intends to take stock of the whole age structure of academic staff after the contraction period. But present indications are that, with very few retirements for a decade, the universities will be severely hampered in their ability to respond flexibly to the changing of society.

In releasing the report, Sir Keith says that he may well want to explore some points further with the committee when he has studied it in detail.

And now for a little light relief

Eric Liggett recalls some of the more amusing aspects of an academic career

One slip of paper read: "If you are not part of the solution, you are part of the problem." The tone smacked more than a little of the commercialized humour of today's office noticeboard. But worth keeping, I thought, and copied it into the book of jokes and quotes.

This book is very thin. Keeping it is one of those alternative activities – like clearing out files, destroying two-year old supplements on "France", deciding to keep the *Guardian* leader on Suez, to throw away the review of Douglas Jay's book – to be performed in moments of comparative fatigue.

I took time to ponder on the contents of this personal record. One has one's small mental store of jokes – Jewish, Irish, "Newty", and East Friesland jokes seem to be most firmly retained – and those cherished quotes from the *New Statesman* competitions (those far-off, optimistic days of *NS* readership!) The items here considered related, not to "civilian" life, but to the academic scene.

There is not much *fun* (plenty of stimulation, I hope) in the teaching of politics. The appropriate epigram, quote, pun slipped into lectures at appropriate moments, can be invaluable. Some of my best items have weathered 20-odd years of use.

We must all keep a number of favourite reviews – Bernard Crick on Harold Wilson (*Governance* of Britain?) Geoffrey Barraclough on Arthur Marwick ("... instead of the elucidation we have been promised, all we get is a hodge-podge of surmises, truisms, guesses, hypotheses, opinions, platitudes, and half-truths . . .") – particularly those with an edge to them. Admit it, academic knocking-copy, with its "The kind of book which, once you have put it down, you can't pick up" approach, causes a malicious grin. And, in a lecture, may provide an initial, illuminating illustration of the difficulties associated with the exposing of truth.

Certain observations hide behind flippancy. My favourite misquotation goes: "Power corrupts – and absolute power is even nicer!" In the context of talking about planning, the definition which always goes down well is: "A pessimist – an optimist with experience." Academic self-deprecation is often a winner: "An intellectual – one educated beyond the bounds of common sense."

To be *underwhelmed* is often to be amusing. "There's less in this than meets the eye", and, "Deep down he's a very shallow man", are mildly funny. Better are the following comments. On a student – "He took to his studies like a duck to treacle." And on the dull lecture, which "put the cat among the clay pigeons."

The above do not have the steamhammer impact of the following *put-downs*. Churchill on Dulles: "The only case I know of a bull who carries his own china shop around with him." Wilson, this time not on the receiving end, on Home: ". . . a political illiterate who cannot write his own speeches, cannot read them when they are written for him, and cannot understand them when he has read them." An old, old comment by Mr Timaeus (Fire Brigades' Union) on a newspaper article by Charles Curran: ". . . it consists of superficial generalities projected from premises of arbitrarily selected half-truths." The ultimate in this category: an IRA official, name unfortunately forgotten, on the death of Verwoerd: "He was a rotten bastard, God rot his soul!"

Powell, Wilson and Churchill: three bright sparks in the serious world of politics.

"To label is to libel" is useful but stale. "To grasp half the truth and to know which half you have got is the sign of maturity" is also useful if pompous. "Nothing is permanent but the provisional," Enoch Powell on the nature of politics, is worthy but not over-exciting. The *New Statesman* once gave us: "A radical – one who not only knows all the answers but keeps on thinking up new questions." Perennially successful, that one. A colleague from Strathclyde came up with two winners. "With the application of a lot of time, skill and money, political science (choose your own social science!) will eventually overtake common sense." And, reflecting a jaundiced view of some aspects of academic endeavour (uncompleted PhDs?): "Never mind the ball, let's get on with the game!" Puns from the *Guardian* I enjoy. Headline: "My indecision is final, says minister."

Times are bad. We have budgetary restrictions, redundancy threatens. Where is the light relief? *The THES*, relieving the pressure on Laurie Taylor, might award a paperback for the week's best joke. Appropriate gems from Ambrose Bierce's *Devil's Dictionary*.

A platitude: all that is mortal of a departed truth.

Politics: a strife of interests masquerading as a contest of principles.

Politician: as compared with the statesman, he suffers the disadvantage of being alive.

Or from F. M. Cornford's *Microcosmographia Academica?*

The Great World: a distant and rather terrifying region, which it is necessary to keep in touch with, though it must not be allowed on any account to touch you.

A lecturer: a sound scholar, who is chosen to teach on the ground that he was once able to learn.

Learning: it is impossible to enjoy the contemplation of truth if one is vexed and distracted by the sense of responsibility.

I think my favourite *joke*, as opposed to epigram, witticism, or pun, is one related to long-windedness – on the "To be immortal one does not have to be eternal" theme.

The chairman of a conference at Yale got carried away while introducing a speaker. He spoke on Y for Youth for five minutes; on A for Ambition for five minutes; on L for Loyalty for five minutes; and, finally, on E for Enthusiasm for five minutes. As he at last came to an end, an audible whisper from the front row: "Thank God we are not at the Massachusetts Institute of Technology!"

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Tertiary education must accommodate a new professional body, says Hayden Shaughnessy

Give graduates their due

Recent figures which show a 15 per cent level of graduate unemployment ought to mobilize everybody in higher education to find jobs for the best educated, and supposedly the brightest, of the country's workforce. After all each graduate has absorbed a large share of the nation's resources and this in itself is a case for preferential treatment. All those in a position to do anything will do all they can. However, no organization exists exclusively to promote graduate interests in the labour market. Such an organization is badly needed but it would have to challenge the values and the structure of tertiary education if it was to fulfil its purpose.

The student who had the foresight to leave school after A levels and become a solicitor, an accountant, or a surveyor, enjoys the protection of a professional organization. His or her labour market interests, income and employment prospects, are promoted by the profession. The better qualified social science or humanities graduate, often leaving university with some research experience, has no umbrella, no protection and no voice.

Worse still, he or she is likely to feel left behind, with no professional experience to offer an employer, no speciality, and after a time no confidence. The salaries for social science and humanities graduates reflect this belief – the average for a graduate in his or her first job is around £5,000 or £6,000 per annum in London.

Part of the explanation for this, as we all know, is that tertiary education has expanded while job opportunities have contracted; but there are good reasons for asking universities to take the blame for the deterioration in public confidence and standing which graduates have had to face. As the job market has tightened, the universities have played their part in the deflation of honours.

In the social sciences and humanities today the first degree is no longer considered an end in itself. It is an obstacle to be overcome on the way to a proper specialist degree, just as A levels were such an obstacle 20 or 30 years ago. University staff who secured jobs in the 1960s on the strength of their first degrees, preside over a system of ethics which dictate that the graduate has to endure three to five years of doctoral work in order to qualify as a specialist.

It is time that graduates simply rejected the implication that after three years in a university they have no specialist skills, that they are not professionally qualified.

The graduate needs to recognize that part of his or her continuing difficulties are a consequence of the structure and ethics of tertiary education. They have not just arisen from the state of the job market, and they are certainly not the result of personal characteristics.

Unlike the 1960s graduate, the 1980s graduate has to face the ordeal of a doctorate before even the glimmer of an academic job opens up. Many postgraduates study while believing in a child-like way that they will be rewarded in the long run with a tenureship. They believe that if a job crops up it will fall to them even though there are 40 of them to each job. After all, they say, they have a first-class honours degree from one of the best universities in the country, so how could they end up on the dole?

This of course is fantasy and for as long as it persists the status of graduates and postgraduates will remain unnecessarily diminished. An honest academic will acknowledge that a doctorate was an endurance test. It did offer the reward of tenureship, but it in no way fitted him or her for a university teaching post. It was a barrier to entry, a barrier only ever worthwhile surmounting when tenure was available at the other side of it. It no longer is available and it is time now that students rejected the idea that the first degree is not a sufficient specialist training.

In the social sciences and humanities the doctoral student has no real advantage over the graduate. The research degree wastes a lot of the valuable time of our most talented people and in fact teaches nothing which cannot be incorporated into a first degree. The university is simply depriving the undergraduate of necessary research training because of an absurd notion of prerogative and hierarchy. The first job could easily become a research qualification and if this does not happen and graduates continue to end up on the dole then the university, as much as any institution or social trend, will be to blame for discouraging professionalism.

The graduate needs now to remind him or herself of how the public and business view the academic – the graduate experiences difficulties in finding jobs at least in part because of the image of esotericism and indulgence which surrounds academic work.

"Academic" is a synonym for obscurantist, muddleheaded, impractical. Take this example from a recent business publication stating the principles for the operation of a market research department: "It must not conduct sophisticated research which cannot be understood or acted upon by decision-makers. Sophisticated research which no one can understand is strictly reserved for academics." This is the view the business world has of the much-coveted research which graduates compete for.

The graduate has to recognize that academics in the humanities and social sciences have steadily put more and more distance between themselves and the business and commercial world. Not least among the reasons for this are the poor standard of academic research and the verbiage which this promotes. Take much of behavioural psychology, or sociology after Parsons, as examples: the public is right to condemn them.

In the future there has to be a professional research organization to bridge the gap between the academic and the business and commercial worlds. If the universities bridge this gap without substantial changes in their ideas and structure then it will be on the backs of postgraduate students employed at meagre salaries of £3,000 a year or less. The days when universities get away with this type of exploitation have to be brought to an end.

The graduate needs a professional organization to control the market in skilled information research. Society is in the midst of an information explosion which yields three areas in which such an organization, by creating a professional image and setting appropriate standards, could promote graduate employment.

Journalism can no longer achieve the degree of sophistication needed to report current affairs by recruiting from its traditional training ground, the provincial newspaper. Television in particular, and with Channel 4, TVam and cable TV the demand will increase, has to turn to graduates for current affairs analysis. Yet, the status of the graduate researcher in the media is poor; he or she is graded and paid below the level of journalist. Graduates, especially those with postgraduate experience, automatically slip into the kind of inferior role, like moving from one research supervisor to another.

Now that the media are under increasing pressure to provide better, more objective analysis of events, an organization is needed to represent the case for employing more graduates.

Most industries support scientific research institutions, but a developing trend in the USA, and one which could be promoted vigorously in this country, is for companies to invest in management development and business strategy research. If there is no organization to set standards and create a professional image, research may well provide a way into business for the graduate, but it will not be valued and rewarded as it should be.

In both these cases a graduate organization has to elevate the status of knowledge in the public and professional mind.

It is a cliché of undergraduate courses that one reason for Britain's national failure is the public and commercial neglect of education. For 30 years the academic world was secure and complacent about this neglect. It took the view that if it stated the case often enough the rest of the world would listen, and if it didn't listen it was the industrial, not the academic, world which suffered. In fact industry has suffered, but so also have graduate job opportunities.

The answer to the problem is not simply to encourage business to come to education. Knowledge and learning have got a bad name: academics are esoteric and non-academics are journalistic.

The final area in which career opportunities for graduates should be encouraged is in university research. A professional organization must begin its work here. It must ensure that universities pay a professional rate and due respect to its researchers. If the status of knowledge and of graduates is ever to be elevated in this country, then universities must take the lead by ceasing to devalue graduates in the public mind by employing them at a rate of £2,500 per annum.

The author was a research student at St Anthony's Oxford. He now works for Channel 4.

Getting to the root of the problem

James Berry shows how West Indians in Britain are fighting to retain their children's black identity

A new challenge has overtaken educators. The large numbers of workless children who go little impressed through the education system now have new and varied-looking company. As if to represent the planet we live on, different cultural groups now swell the crowded procession of indigenous "non-achievers" into the adult world. Outstanding as the largest "finished" group matched by the education system are West Indian-British children. Increasingly, and in some crucial ways, the parents and their community have rejected the "non-achieving" label and its implications.

The black community became aghast over the large numbers of their teenagers leaving school without qualifications and how they settled into disillusionment. It worried parents that their young people were unable to get jobs. It concerned them how on the face of it the police harassed them and seemed to have an automatic inclination to see black youths as criminals. It bothered the community how the media impressed the nation that young black people were a race of muggers and black people as a whole a problem.

In the August/September issue of the Asian magazine *Shakti*, Manzoor Luthra and Shammy Batra pointed out why Asian children do better in schools. They see it that "Asian children have the presence of an economically and professionally successful group in their community which enhances their self-esteem". Success in a community will quickly suggest itself as a visible model. Yet the assessment here calls one to wonder what percentage of the Asian children who "do better" have a real working-class background, or have parents with a deeply deprived village conditioning?

From their Caribbean background, West Indian parents were used to having a complete trust in teachers. Gradually, in Britain, a dread replaced that trust. The people became anxious that white teachers perpetuated an empire master-servant relationship in the classroom. A strong belief developed that teachers saw black children as pupils with an inherent cognitive inability that made them less educable.

Britain's black community initiated its own educational reform. Groups formed and began programmes of self-help.

Started some 12 years ago, community classrooms continue to grow. Originating perhaps from anger, from despair, from desperation, supplementary schools began in Islington and Hammersmith. Two West Indian leaders collected children in their front rooms on Saturday mornings and gave them general booster lessons in reading, writing and arithmetic. Then parents, community workers, teachers, students became involved. The Inner London Education Authority, the Commission for Racial Equality, churches and a variety of West Indian organizations came in and began to make financial contributions. Now, both supplementary schools and black community schools have proliferated in church halls, community halls and schoolrooms.

Wanting to assume a stronger "roots" and cultural identity bias, the black community schools would not accept funds which did not come from the community.

On the whole, the West Indian community does not regard supplementary schools as a total answer. The schools do help to dissipate some degree of frustration. In themselves they may well offer new educational possibilities, but it is effective State education that the community's majority wants.

To West Indians, education has long been their glorious emancipation avenue. They saw Britain as the place that would truly fertilize all their educational hopes and make their children blossom with success. But soon they saw their children were not passing exams and often were not even being put in for them.

Then, in 1971, there was a stunning alarm. A black teacher, Bernard Coard, published his book *How the West Indian Child is Made Educationally Sub-Normal in the British School System*. Coard revealed how black children were being wrongly assessed and an abnormally large number placed in educationally subnormal schools. He wrote: "Three quarters of all the immigrant children in these educationally sub-normal schools are West Indian, whereas West Indians are only half of the immigrant population in the ordinary schools. Once placed in these schools the vast majority never get out and return to normal schools. They suffer academically and in their job prospects for life. ESN school is a one-way educational ticket."

These conclusions were discussed extensively in the black community. It came to be understood that not only the education system and teachers' attitudes made for distortion. The absence of learning materials from ethnic minority cultures on school syllabuses demoralized these children.

In 1964, the Government's Commonwealth Immigrants Advisory Council published a report on the integration and welfare of immigrants. The report's reference to the education of "immigrant" children was subsequently quoted in *Colour and Citizenship* (1969), the mammoth report on British race relations, by E. J. B. Rose: "A national system of education must aim at producing citizens who can take their place in society properly equipped to exercise rights and perform duties the same as those of other citizens. If their parents were brought up in another culture and another tradition, children should be encouraged to respect it, but a national system cannot be expected to perpetuate the different values of immigrant groups." Though the National Union of Teachers rejected the report's educational ideology, it will be seen that "a national system cannot be expected to perpetuate the different values of immigrant groups" had expressed an area of consciousness that would have to be grappled with.

In the United States, the theory of assimilation did not work. Black people in Britain too saw integration as anglocentric. Almost overnight, white-collar black leaders with posh voices and suave ways who tried to usher blacks towards integration were rejected.

Bob Marley had launched reggae music and Rastafarianism. Here was a new religion that sprang from and grew out of the purity of the black man's soul. Here was Bob Marley saying it with gutsy soulness, with hypnotic warrior rhythms, with sweet sweet chant style. Here was a "message" with the unmistakable honesty of "yard" language, with sweet knowing of "hard times", of drought, hunger, hopelessness and rejection.

With Bob Marley, American civil rights, political independence of African and Caribbean countries, with a new sense of certainty, black people began to realize the need to reclaim and restore their roots and heritage.

Ethnic languages children used at schools as secret languages, that teachers struggled to remove and call an "interference with English", became more confidently used.

Yet older West Indian parents born in the Caribbean have always been wary of their indigenous creole languages when it came to learning. Their roots language is "Bad Talk". Associated with poverty and deprivation. You don't stick to that sort-a talk and turn real somebody. Truly, while standard English is a crucially important part of their heritage, West Indian-British youths, like those of the Caribbean, see Creole as their real "pride" language.

In November 1981, the Afro-Caribbean Education Resource Project in Lambeth, London, called a consultative meeting on the interim Rampton report.

Bob Marley: another tradition

Up till then neither the Government nor the Department of Education and Science had responded publicly to the report. Responding to the call of the ACER project, the black community's educationalists, parents, community workers, activists and school children came together.

The ACER project wanted to register endorsements of the Rampton report and to identify the community's own recommendations for revision.

With its strong voice, in its analysis and expressed response, the Black Parents Movement of Islington sees the Rampton report as a cover-up, a charade to beguile black people into believing something searching and practical and important is really happening to bring about change. To this group, neither influential individuals nor any state institution have any real intention to lift a single finger to implement either national or local multicultural education. Therefore, black parents must marshall all independent power to voice their lacks and needs.

This movement reflects a strongly articulated view. From their viewpoint, both the official interpretation of multicultural education and the attitudes of most teachers to it are very clear.

Teachers generally see multicultural education as a bore, ideas to load them with extra classroom work for the benefit of "immigrant" children. Few school heads have considered multicultural education as even worth thinking about. All the apparent busyness – appointments, courses etc. – to do with multicultural education, serves as a glorified smokescreen. Multicultural courses make happy breaks for teachers from classrooms: everybody knows that little of what is learnt is applied, and that little is used as additive, of emphasized as strange and exotic customs.

On the other hand, though with some similarity, black parents' repetitions seem to have a slightly different emphasis.

They say, at best teachers work black children with too much emphasis on achievement in sport and physical activities. Black children are not disciplined and challenged into tapping their academic resources and potential. They want their children to get qualified in different subjects and grasp the various virtues of academic achievement. Teachers use up too much time playing social worker and pastoral pacifier instead of being teacher. There is a part of most white teachers' minds that believes black children can only fail; they are over-ambitious and not realistic about their childrens' achievement potential.

Back home in the Caribbean, children didn't become muggers in the villages. Though school was usually just a large room, with little resources, no libraries, few books, less food to eat than in Britain, villages turned out their own teachers, turned out politicians, lawyers and doctors. Children brought up in the Caribbean have self-confidence, a sense of belonging and a sense of purpose with goals to strive for. Britain has made it seem black parents are producers of muggers.

It is also reasonable to assume that, particularly up to the recent past, black children in Britain must have suffered various psychological blows. All the knocks and general public devaluing associated with themselves and parents and friends through race and colour conflict surely cannot go unabsorbed. Many black children must have grown up confused over the model role and function and status their parents offered, not knowing whether any duplication was either valuable or acceptable.

In his *Multiethnic Education* (1981), the American James A. Banks produced an extraordinary source of a classical handbook. Research he highlights are interesting:

"Rist investigated the grouping practices and interaction patterns within an all-Black class during its kindergarten, first and second-grade years. All of the teachers and administrators in the school studied were Black. Rist concluded that a caste system existed within the classroom which reinforced and perpetuated the class system of the larger society.

"Parsons, in an important study . . . concluded that the teachers were the primary socialization agents in the school which reinforced and perpetuated social class and ethnic stratification.

"A number of researchers have investigated the attitudes and perceptions which teachers have of ethnic and racial groups and the effects of their attitudes on students' self-concepts, attitudes, perceptions, and behaviour. This research suggests that many teachers have prejudicial attitudes and perceptions of racial and lower socioeconomic groups and that these prejudicial attitudes influence their verbal and nonverbal interactions with students as well as student behaviour and attitudes.

"Some researchers have suggested that the race of teachers is a significant variable in determining their relationship with students.

"Other research suggests that the race of teachers is not an important variable that affects their attitudes and patterns of interactions with racial minorities and low-income students. This research indicates that teachers tend to have prejudicial attitudes toward poor and minority children regardless of their racial and ethnic group membership."

Surely, the people who hold together our educational institutions cannot say the present system helps teachers to take wages with a completely clear conscience, knowing, as we all know, that year after year an output of work from complete material realizes one-fifth or one-tenth or one-twentieth success, or no success at all. The system cannot keep on boldly showing pupils are not right for it and rejecting them with put-down "non-achiever" labels.

It education taught people to walk and talk, more than half the world would certainly be cripples and dumb people. No one with honesty can credit the results and application of global "best education" with having had a realistic success. With world economic crisis after crisis, with war after war in every generation, with the existing poverty and starvation of numerous nations, with our poised nuclear holocaust, surely education up to now has not helped the peoples of the world to enjoy themselves, let alone enjoy each other. We then cannot be happy with the perpetuation of a certain selected quality of consciousness, as "best". And diversity is with us. It was always with us. It stays with us suggesting the balance it has for our lives and our world.

Those who feel most handicapped as victims make their statements. Whether as a response to how they themselves feel they are regarded, or otherwise, many black pupils in schools overbrim with contempt for authority and society. For them they have trodden down authority barriers. And they despise authority.

The suspicion of black pupils that when "man" is talked about it does not mean black mun has not been removed. Though black pupils may love, say, The Beatles' song lyrics and music, they may well be driven to disliking them when they alone are brought in for classroom study and nothing of Bob Marley's gets mentioned. In a similar way, poetry by, say, Thomas Hardy and Ted Hughes, with nothing of Linton Kwesi Johnson and Edward Kamau Brathwaite may well leave present-day pupils switched off inside.

On the other hand, black parents generally have come to believe that the British educational institution is designed to prove that black children, like all working-class children, cannot succeed. They believe teachers are too confident with the "fault of failures", too deeply conditioned into believing black people have nothing to offer from their cultures. With that the parents cannot see how either the institution or its staff will ever get to that stage when they will be able to grasp the value of smaller groups' cultural material, let alone credit it for inclusion in the curriculum, except as the window dressing of token gestures.

In his book, James Banks certainly offers some remarkably wholesome ideas. He says: "The curriculum should respect the ethnicity of the child and make use of it in positive ways; the goal of the curriculum should be to help the child to learn how to function effectively within the common culture, his or her ethnic culture, and other ethnic cultures."

Banks is pointing out that, essentially, different culture-styles and learning-styles are sources to draw from. But first they have to be recognized and credited as valid. It is crucial that the practice of ethnic studies, with all their multicultural and multilingual input, should permeate the mainstream of national educational thought and application.

Educators then will need to internalize a new philosophy of education before real legitimization and implementation of a new balanced programme can begin. That new philosophy has to be found, a philosophy forged out of a new vision, to help reduce discrimination, help provide really equal educational opportunities, help prescut all students with cultural alternatives.

The author is a West Indian poet and educator, living and working in Britain. His Lucy's Letters and Loving *was published last month by New Beacon Press.*

BOOKS

'The depths of impersonality'

by Charles Peake

James Joyce: new and revised edition
by Richard Ellmann
Oxford University Press, £25.00
ISBN 0 19 503103 2

It hardly seems 23 years since Richard Ellmann's biography of Joyce appeared. From the first it was acclaimed as "definitive"; every substantial critical study of Joyce's work since published has been dotted with references to *Ellmann;* and subsequent biographical materials made available in letters and memoirs have been regarded as no more than supplementary. In fact, its lasting prestige, by making Professor Ellmann the obvious recipient of information about Joyce's life (to add to the product of his continued researches), had made a revised edition inevitable.

According to the preface "more pages have been altered than not", but the original concept and vision is unchanged. Ellmann's biography was neither an accumulation of unrelated details nor an attempt to reduce Joyce to an heroic figure; it placed detail so as to allow an inconsistent and unpredictable but, for that reason, human shape to emerge: consequently the portrait incorporates all the fresh brushstrokes without needing to modify its character. An heroic figure (such as Gorman's biography had drawn) could not have supported the mass of trivialities which are not accidental accompaniments of a man's life but essential to it – as no one knew better than Joyce. Ellmann recognized that to honour the nobility of Joyce's character it was not necessary to ignore or explain away pettinesses and absurdities. He trusted in his subject and, after all the labours of revision, can say: "In working over these pages, I have felt all my affection for him renewed."

The re-working has certainly been extremely thorough; even in an unsystematic comparison I have spotted over 300 corrections, alterations and insertions, and as many more must have passed unnoticed. Their nature and importance vary greatly, but their range is indicative of the extent to which this is a "new and revised edition".

There are a number of corrections of slips – for instance, "Lenehan" replaces "Flynn" (page 362), and the first line of Wordsworth's "The Affliction of Margaret" is no longer said to be from *The Excursion* (page 205) – some of them probably (I have not checked) corrected in later reprintings of the first edition. Many small changes of phrasing are made, usually to achieve greater accuracy: on June 16, 1904 James Joyce did not "fall in love" but "began to fall in love" (page 155); the "extraordinary sexual candour" of some of Joyce's letters to his wife becomes "blunt sexual excitation" (page 286). Ellmann will even replace "meticulous" by "sedulous" (page 113), perhaps because "meticulously" occurs on the same page. These are small matters, but evidence that the re-working has been both "sedulous" and "meticulous".

More important are corrections of false assumptions, misunderstandings and misreadings. An early letter from Paris "probably" to Joyce's brother Stanislaus turns out to have been addressed to Lady Gregory (page 115); in a "hog-Latin" letter from Byrne, "*crures*" (which was indeed a crux) is amended to "*cruces*" (page 162) with a resulting improvement in the accompanying translation; the statement that the first proofs of *Dubliners* reached Joyce "with the dashes as desired" is simply altered to "with quotation marks retained" (page 353); an attack by Yeats to which Joyce was said originally to have taken "the occasion to refer" now appears not to have been seen by him (page 596). Ellmann's determination to get things right – and many are not insignificant matters – is reassuring, but, as the corrections are usually silent, there is occasionally some residual uncertainty. For instance, Joyce's somewhat puzzling remark in a letter to Stanislaus, "I reach prostrating depths of impersonality (multiply 9 by 17 – the no of weeks)" becomes bewildering if one supposes that the change from "9" to "8" (page 192) is yet another silent correction. What depths of impersonality can be signified by the exponent? It is a relief to discover that it is merely a stray footnote reference left in by mistake from Ellmann's edition of the letters.

On a number of matters, Ellmann has simply changed his mind. Of Ettore Schmitz's letter about the early chapters of the *Portrait*, the first edition says, "There was much in the letter that was wrong, and Joyce made no changes in Chapter I"; the revised version has it that "There was much in the letter that was right, and Joyce made some changes about this time in Chapter I" (page 374). Ellmann's readiness to reverse his verdict is welcome, but it would be interesting to know why he reversed it, what changes Joyce made, and how far they responded to Schmitz's criticisms. Schmitz is involved in another drastic revision of considerable interest: the first edition says that the prototype of Bloom was "probably" Teodoro Mayer "whose father like Bloom's was a Hungarian peddler [*sic*] and who wore the moustache that Joyce gave to Bloom", adding that "Ettore Schmitz also contributed details"; now the prototype is "almost certainly Ettore Schmitz, whose grandfather came from Hungary and who wore the moustache that Joyce gave to Bloom", while Mayer is relegated to a footnote with the comment that "there is no evidence that he and Joyce were closely acquainted" (page 374). Without explanation, such switches of prototypes and moustaches tend to reduce confidence in both, and there are a number of other reversals for which a reader would be interested to know the reasons.

But the major changes consist of additions and insertions, sometimes from books published since the first edition, sometimes from unpublished letters and notes now made available to the biographer.

The fresh material deals with most aspects of Joyce's life: his writings and his attitude towards them, his experiences of love and desire, his domestic travails, his political views.

It extends our knowledge and understanding of some of the important relationships of Joyce's life – with, for instance, Gogarty, Harriet Weaver, Sylvia Beach, Adrienne Monnier – and supplies interesting asides on such minor matters as his meeting with Katherine Mansfield and Middleton Murry. There are a few completely new areas, the most striking being an account of an affair which Joyce unsuccessfully attempted with a young woman doctor, Gertrude Kaempffer, at Locarno in the autumn of 1917. The somewhat absurd figure cut by Joyce (of which, no doubt, he was fully aware) fits easily into Ellmann's complex portrait and suggests again the Bloomian features of which Joyce made such brilliant use, though I wonder whether his biographer (in a re-revised edition?) may come to regret the confidence with which he makes Joyce derive the name Gerty from this brief encounter.

Joyce as painted by J. E. Blanche, 1935.

Even more interesting is a set of six epiphanies "written by Joyce partly before and partly after *Ulysses* was published". The first three are identical with published Epiphanies and are dated 1904. The other three are new: they are Ellmann's translations (in "an approximate reconstruction of Joyce's language") of André du Bouchet's French translations, published in 1979, of originals which are no longer traceable. They seem convincing enough and interesting, but one looks in vain for any account of the provenance of the disappeared originals.

The revised edition contains 177 illustrations (many of them published for the first time) instead of the original 30, and this is undoubtedly a marked gain, though I regret the discarding of the picture of the long corridor at Clongowes. It was a dull and symmetrical photograph but, perhaps for that reason, allowed the imagination to place in it Stephen's walk to the Rector. Is it now regarded as of dubious authenticity or has it been omitted as boring? One last but important improvement is in the character of the index: instead of the old list of names with page-numbers, there are now detailed and analytic entries, together with such new thematic headings as "War" and "Woman and Women" where Joyce's attitudes and comments are drawn together. The students of Joyce, who will now be compelled, in view of all the alterations, to make use of the revised edition, will certainly find their work made easier by this greatly enlarged and helpful index.

The most surprising omission in the revised biography is the absence of any use of the letters Joyce wrote to his wife in 1909, apart from the reference to their "blunt sexual excitation" and the insertion of one sentence in a single letter. It seems strange that Professor Ellmann, after claiming to have "followed Joyce's own prescription of total candour", should neglect letters which he himself was the first to publish in the *Selected Letters* (1975). I can understand why a biographer might decide that such extremely personal matters should be kept out of the public domain or that the wishes of surviving members of the writer's family should be respected, but, in that case, why publish the letters at all? In an important sense, their appearance in the biography, where they would form part of the image of a man who consciously cultivated, developed and used in his art the polar oppositions in his nature, believing that they were present in all men, would be more significant and more justifiable than their separate publication. One can only suppose, and regret, that Professor Ellmann (or his publisher) thought that such material might offend those who read biographies without having any special interest in Joyce.

Re-reading Ellmann's *James Joyce* reminds one what a controversial piece of work it is in its own unobtrusive way. It belongs to the somewhat old-fashioned and currently belittled genre of critical biography, and it deals with a man whose work is at the centre of the critical controversies of our day. Of all the writers in our literature, he has most attracted the enthusiastic attention of structuralists, post-structuralists and all those who are bent on eliminating the figure of the author as a false construct, and, at the same time, he offers the most dangerous temptations to those who would impose on the writings an interpretation derived from the life, and *vice versa*. He might claim to be "the foolish author of a wise book", but his life and art are not so easily related or separated. He characteristically handled biographical materials; he used his writings to pay off old scores against individuals and institutions; his art served as a kind of therapy – what Ellmann refers to as Joyce's feeling "that writing disengaged him from obsession"; and, above all, the major driving-force, task and responsibility of the man was to make possible the productions of his genius. On the other hand, no writer was more aware of the nature of language and of the forms and conventions of literary discourse, and none was more determined in his work to achieve "the depths of impersonality". A writer of such fundamental contradictions puts both critics and biographers in danger of slipping into one kind of error or its opposite, and the critical biographer is at double risk.

I would not say Ellmann always avoids the traps; indeed, in some of the passages I have already mentioned I think he falls into them. But, in general, his handling of the life is difficult to fault. His method serves him well. Instead of a collection of biographical "facts" shaped into a coherent and authoritative scheme of Joyce's life, Ellmann's biography offers a collection of varied images. For instance, we are shown the young Joyce as he saw himself then and later (even this simplifies by suggesting that at any one time the self-image was consistent), and as he was seen by Stanislaus, Gogarty, Byrne, Yeats, Russell, relatives, friends, acquaintances; and consequently when Ellmann himself expresses a view it comes as one among many, or merely emphasizes the multiplicity of aspects. It is a method especially appropriate to a writer like Joyce who refuses to allow any single authoritative view of Bloom or Stephen, and one which inhibits, as a rule, simple equations of the life and the work. It is in the passages where Professor Ellmann provides critical commentaries on the books that the reader may find most occasion to disagree, and this is not because the criticism is superficial or imperceptive but because by its nature it does not allow the same free interplay of diverse approaches which characterizes the presentation of the life.

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Scotia's bard

The Art of Robert Burns
edited by R. D. S. Jack and Andrew Noble
Vision, £13.95
ISBN 0 85478 274 5

The rescuing of Robert Burns from the sentimental clichés spouted annually at Burns suppers proceeds vigorously if sporadically. A few years ago we had the volume of critical essays on the poet edited by Donald Low; now we have another collection of essays similarly dedicated to serious revaluation of the man and his work.

The most interesting point to emerge from this new collection – and it is illustrated in different ways by different contributors – is the degree to which role-taking was forced on Burns by the social and cultural situation in which he found himself. G. Scott Wilson talks about the images of himself projected by Burns in his verse epistles – productions which at first sight seem to be the most immediate and directly personal of his poems, but which in fact are artfully posed in a variety of ways. This of course is not an adverse criticism. All art is pose in one way or another, and mere impressionistic gush (which some earlier critics of Burns took his work to be) is not art.

The ordinary Burns-lover generally assumes that Burns was a man with lovely ideas about life and love which he expressed with spontaneous genius. He was of course a much more complicated figure than that, torn between the claims of a genteel establishment culture, his own background and instincts, and his high poetic ambitions (for his ambition to be "Scotia's Bard" was very real and very influential on his work). K. G. Simpson, in a fascinating essay on "Sterne and Burns's Letters", shows how often the figure of Tristram Shandy lies behind the character Burns projects in his correspondence and explores with original insight the nature of Burns's different personae and the historically caused dilemma that propelled him in these directions. John C. Weston on Burns's satire challenges the traditional view that it is essentially comic, though he admits the comic dimension, and shows how "class conflicts and economic insecurities make his satire complex and full of felt emotions". In the course of his argument he provides a vivid description of the everyday "cold, dirt, solitude, hunger and crippling work on the farm", taken from contemporary sources, and shows the ways in which Burns tried to transcend the limitations imposed on him by the almost intolerable environment – by cultivating, for the influence and culture he needed, lairds and aristocrats through the means of Freemasonry, "elegant letters in fashionable English, romantic primitivist poses as in "Cotter's Saturday Night", and Popean couplets."

Nearly all of these essays emphasize in one way or another Burns's social and cultural problems and the strategies and sometimes the tightrope-walking they forced on him. This is not to see the poetry as less admirable than the traditional estimate does, but it is to see both the man and the works as more complex and more interesting and thus as valuable in a different sort of way. R. D. S. Jack in "Burns and Bawdy" reminds us that we are now liberated enough to face this side of Burns not only with frankness but also with appreciation. (However, in discussing the "controlling theme" into which Burns often fits the sexual associations of his bawdy poetry, he forgets the most fascinating of all, the works of the clock and the activities of the clock-maker and clock-mender in that remarkable poem known variously as "Libel Summons", "The Court of Equity" and "The Fornicator's Court".) Andrew Noble on Burns and Blake points to rarely noted similarities between the ideologies of the two poets, but the differences remain great, as he goes on to concede. Catarina Ericson-Roos gives us some interesting but scrappy comments on the ways in which some of Burns's songs put into the mouths of young girls are fitted to the airs for which they were written. Iain Crichton Smith gives us a very personal response to some of Burns's lyrics and shows how their perfection is "poised precariously between sentiment and universal truth". Another poet, Alan Bold, provides a vigorous attack on the stereotype of Burns as the "Superscot" developed over the generations by the Scottish public.

None of these essays is in the bad sense of the word "academic" except that by Robert P. Wells on "Burns and Narrative" which reads like a parody of an article in an American scholarly journal. Categories are established and distinctions made which add nothing to the reader's understanding and appreciation. There may be some readers who are glad to know that "Holy Willie's Prayer" is a "situational mimetic transcript", but I am not one of them.

David Daiches

David Daiches's latest book is a study of the eighteenth-century Scottish poet, Robert Furgusson.

The commonplace crisis

THES review '82

"...ch, when to the heart of man
Was it ever less than a treason
To go with the drift of things
To yield with a grace to reason
And bow, and accept the end
Of a love or a season?"

...ferred to the perhaps unlikely context of ...sh higher education in 1982 Robert Frost's ...em has something for everyone. Sir Keith ...son's "reason" is the universities' and ...ph's "treason".

...But it also provokes a subtler thought. For ...t of the events of the past year have demon...rated is not "the drift of thing", how utterly ...anged is not the world of higher education ...irrevocably the world of higher education ...s changed as a result of cuts in public ...penditure and harsher consumer scrutiny ...ther by employers, students or simply vo...s, but how stubborn has been the persist...ce of the old season, the season of Lord ...bbins and Anthony Crosland.

...The motif of 1982 has been a strong sense of ...Mediterranean continuity rather than of irrev...cable, possibly destabilizing, change. This has ...en made clear in three ways: money, both ...e cuts crisis that did not quite arrive and ...gher education's essentially conservative re...ponsement to meet this elusive crisis; struc...e, or how the binary policy was given a new ...se on life by the formation of the National ...dvisory Body; and values, or how the centre-...d consensus established in the 1960s and ...0s about the purposes and practices of ...gher education remained entirely intact.

...Certainly the universities are in a much ...igher state, although there are contrasting ...terpretations of the cause. One group of ...nics, located largely but not entirely outside ...e universities, suggests that this is because ...any of the universities are being shielded ...om the cuts, either because they were treated ...favourably by the University Grants Commit...ee in its July 1981 distribution of the misery ...r because the financial position of all univer...ties has been significantly eased during 1982.

This second reason, of course, will be hotly ...isputed. Nevertheless it is argued that the ...AUC, having made only a private protest about ...e scale of the cuts in 1981, has successfully ...ent 1982 clawing back large sums under ...eadings like restructuring, "new blood", su...mmunation. All individually justifiable, their ...cumulative effect has been to take the worst ...financial pressure off the universities. The ...favourite metaphor is of a tree that bows to ...e gale but springs back when the wind ...eases.

In their most optimistic moments such cynics ...have argue that the haemorrhage of academic ...staff under early and voluntary retirement ...schemes has actually benefited some universi...ties. Those who had run out of steam anyway ...have been able to leave, on terms mutually ...advantageous to institution and individual. In ...some sober moments they see this kinder ...treatment of the universities as clear evidence ...of a departure from "evenhandedness" be...tween the two sectors.

An opposite group of cynics, this time main...ly within the universities, argues that the ...reason for the apparent relaxation is that after ...a year or so even crises become commonplace. ...If there are fewer examples of shirt-sleeves ...crisis management by vice chancellors it is ...because the universities are getting used to the ...cuts, not that the cuts have gone away.

To support this view they point to the often ...almost indecent scramble to recruit more over...seas students, the loss of good people tempted ...by early retirement or alienated by the de...pressing atmosphere of simmering crisis, the ...erosion and ossification of the academic pro...fession, and the denial of a university educa...tion to many thousands of well qualified young ...people.

Yet, whatever its cause, the fact of relaxa...tion remains. The universities are no longer in ...the same state of pessimistic turmoil they were 12 months ago. There is increasing confidence that most universities can manage their ways through the three-year contraction of resources, and students, without major crises.

This, of course, opens up the prospect of once comforting and depressing that the universities in the late 1980s will be very much like the universities in the early 1980s – a bit more entrepeneurial continuing education here, a few more high-tech courses for high-flyers there, but the basic integrity/conservatism of the system entirely intact.

The prospects for the polytechnics and colleges are more gloomy, especially for the latter. Most of these institutions do not possess the layers of fat enjoyed by many universities; those which do, the half dozen or so most expensive polytechnics, are likely to have it stripped away by the remorseless application of common unit costs.

Yet the story for the average polytechnic is not likely to be so different from that for the average university. It requires no great insight to see that the National Advisory Body, with the Department of Education and Science peering over its shoulder, will be obliged to do all it can to protect the polytechnics and, for different reasons, isolated advanced courses dispersed throughout further education.

The inevitable losers will be the colleges of higher education, partly because their rivals for attention are more powerful, partly because most have never been able to shake off the unfair stigma of inferiority that British education has attached to teacher training, and partly because we have never been able to summon up much enthusiasm for general liberal higher education, the most obvious trajectory for many of the colleges. Perhaps we should, as the Americans have and as Lord Robbins has constantly urged, but we haven't. So, for many of the colleges sadly, that is that.

Again, this seems to be evidence of the resilient conservatism of higher education. When times get hard, the known is protected and the unknown is sacrificed. So the solid, reliable professional and technological education provided in polytechnics is preserved (as is the equally solid, reliable professional and academic education provided in most universities) at the cost of abandoning any serious attempt to use the colleges as a "third force" to pioneer less intense and so possibly more accessible forms of higher education.

Under present conditions who can say that these priorities are wrong? Yet, the choice having been made, there is still an obligation to recognize what may be lost. Perhaps it is in this context that the NAB's plan for more two-year courses, so misconceived as a solution to the immediate problems of the non-university sector, may hold out a little long-term hope that eventually in Britain we can evolve something approaching the American community college.

The events of 1982 have also demonstrated the underlying solidity of the structure of higher education established in the 1960s and 1970s. Again, the contrast with 1981 is clear. A year ago it did not seem at all unlikely that the binary policy would be swept away, the new National Advisory Body being regarded as a feeble and temporary expedient, and the UGC, which embodies so many traditional assumptions about institutional autonomy and academic excellence, would be destroyed by the storm of criticism that had greeted its discriminatory distribution of the recurrent grant in the previous summer.

Yet as 1982 comes to a close both the binary policy and the UGC Lazarus-like have made remarkable recoveries. The already considerable administrative success of the NAB, combined with a political quality that Mr Walker has called "panache", has stabilized the binary policy. The disturbing instability of an almost entirely decentralized system of polytechnics and colleges in a period of contracting resources has been removed. Even the NAB's cumbersome, maybe Byzantine, constitution has come to be praised as a neatly balanced product of the British genius for institutionalized compromise.

The recovery of the UGC, although as one would expect much more discreet, it almost as remarkable. No one is predicting the early collapse of the UGC system and even reformers are becoming more tentative in their proposals. Partly this is because the UGC has been quietly efficient at getting more money for the universities; partly because the far-reaching consequences of the destruction of the UGC are now more widely recognized. Universities is a conservative mood do not like the look of some of these consequences.

But the survival of the season of Robbins and Crosland is most obvious in terms of the policy-values to which higher education still gives almost undiminished allegiance. 1982 may have been filled with alarms about Think Tank reports and plans to privatize universities and polytechnics. But the controversial visibility of such radical-right plans can be misleading. This government has not even got round to introducing a partial loans scheme for students. Sir Keith's clear hostility to the Social Science Research Council was absorbed by the system so successfully that it was reduced to good old budgetary discrimination and semantic silliness.

In each one of the Leverhulme seminars the same trajectory of opinion was followed. At the start radical reforms, whether right or left, were enthusiastically entertained; then the objections were piled up against them; the final consensus resembled nothing so much as the 1960s way. The Labour Party's detailed proposals for post-18 education too, although radical in their planned scale, are almost as firmly imprisoned in this Beveridgeian mould.

So the lessons of 1982 for higher education are both encouraging and worrying. They are encouraging, because the essential solidity of the system has been clearly demonstrated. The threat from the radical right, allegedly represented by the present government, has been exposed as feeable. Far less is going to change than people may have feared a year ago.

They are worrying for the same reason. The danger in the 1980s is not that the Robbins/Crosland system of higher education, and the liberal social aspirations and (traditional) intellectual styles it embodied, will be destroyed but that it will be frozen into a new immobility. Robert Frost, of course, has something to say about that too in a more famous verse:

> "Some say the world will end in fire,
> Some say in ice.
> From what I've tasted of desire,
> I hold with those who favour fire.
> But if it had to perish twice,
> I think I know enough of hate
> To say that for destruction ice
> Is also great
> And would suffice."

Perhaps as the 1980s proceed the real threat to higher education will come not from someone else's fire, but from its own ice.

Peter Scott

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review '82

A possible reason for optimism

policy

Only last month Mr William Waldegrave, under secretary for higher education, ventured the opinion that Britain was now, for the first time, in a position to formulate a genuine higher education policy. He pointedly did not claim that one was in existence already, but events during the year might give rise to optimism for the long term.

Chief among these, as far as Mr Waldegrave was concerned, was the establishment of the National Advisory Body, which met for the first time in February. Having toyed with a number of possible titles, ministers settled for NAB as a relatively safe acronym and Mr John Bevan was silenced away from the Inner London Education Authority to be its first secretary. So swiftly did the blueprint become reality that the number of officials initially could be counted on one hand and business was conducted for many weeks from trestle tables in bare offices.

Inevitably, NAB has seen its share of controversy in its first 10 months, beginning with disagreements over the composition of the board and the five (finally six) working groups. The groups, all of which have yet to report, were to concentrate on engineering, paramedical subjects, art and design, the establishment of a data base for the body and the possibility of a regional structure. Industrial liaison was added later in the year.

But the main talking points have surrounded NAB's approach to short and medium-term planning. It was agreed to base the necessary cuts for 1984/5 on the institutions' own assessment of their strengths, but board members jibbed at raising the demoralizing spectre of 20 per cent cuts. However, Mr Christopher Ball, the board chairman, spelt out not only his own priorities but also the dismal prospects for the 10 per cent judged weakest in the public sector. To protect the most valuable 90 per cent, there would have to be some closures, he told the Council for Local Education Authorities.

A possible strategy for the latter half of the 1980s caused even more of a storm. A paper which has still to reach the board suggested the replacement of an unspecified number of degree courses by vocational, two-year diplomas as an attempt to match the needs of industry to likely resources and provide places for the maximum number of students. The NAB committee took two meetings to agree to pass the paper on to the board, whose members were waiting impatiently and suspiciously to be consulted.

The new body has passed its first real test, however, in making its recommendations for the distribution of next year's advanced further education pool. A joint technical group formed by NAB and the Pooling Committee refined the system pioneered by the Stephen Jones Group, recommending one significant change: that polytechnics and colleges should be assessed on the same scale of unit costs. Although a proposal to cushion the polytechnics split the board and delayed the committee, the principle was agreed and mitigation applied to reduce the impact on those earmarked for the biggest cuts.

It was the second pool distribution of the year, that for 1982/3 having been delayed until January when the Department of Education and Science computer, in Darlington, froze in the depths of a severe winter. On both occasions the amount for allocation came as something of a relief, especially after mid-year warnings from NAB that the Government's student targets would not be met and the result could be a shortfall of £20m by the end of next year. Not only did ministers recognize the difficulties facing the public sector in settling on a pool of £560m for 1983/84 but Mr Waldegrave even congratulated the polytechnics and colleges for increasing their intakes, thereby enabling the Robbins principle to be maintained despite cuts in university numbers.

From the outset, NAB was pledged both to openness and to cooperation with the University Grants Committee, with which some reciprocal membership arrangements were established. Further collaboration was prompted by Sir Keith Joseph, Secretary of State for Education, during the summer in letters to the chairmen of both bodies. He also signalled a departure from previous practice in announcing that he would be sending "letters of guidance" to both the UGC and NAB to indicate the Government's priorities for the two sides of the binary line.

In a late announcement, Sir Keith brought some relief to the UGC in the shape of a £30m package to enable new blood to be recruited, particularly in science subjects. He had already given way to appeals from the vice chancellors to supplement the UGC's grant to compensate for additional superannuation payments resulting from their enforced restructuring, and announced extra money for information technology both in the universities and the public sector.

For most of those in teacher training, however, the news was not so good. Delays in the Advisory Committee on the Supply and Education of Teachers led to a rushed cuts exercise undertaken over the summer, ending in the withdrawal of training from five colleges and five polytechnics and the merger of at least four other institutions. Although Sir Keith decided, against the advice of ACSET, to tip the balance towards the universities in the coming year, pressure was still applied to the UGC's education committee to recommend closures and next year's exercise could see a repeat performance. The whole system is to be reviewed again in two years' time.

Indeed, the signs for the future are not entirely encouraging for any section of higher education. A 10 per cent cut over three years remains the Government's overall recipe for higher education, with student loans once more on the horizon and even more draconian measures still to be ruled out after the Think Tank's much leaked but unpublished report with its section on the privatization of both universities and public sector institutions. Polytechnics and colleges enter the new year in the throes of consideration of ways to meet cuts of 10 per cent or more, while the universities have Mr Waldegrave's warning of the need for change still fresh in their minds. He has made it clear that the status quo is simply not an option for higher education in the face of demographic change and continuing financial stringency, and the universities would need to diversify if all were to survive the years ahead.

The Labour Party finally unveiled its own, much-leaked alternative higher education policy in December in its report, *Education After 18*. Controversy surrounded its criticism of Oxbridge, but a more central element was a proposal to introduce a "lifetime entitlement" of a year's further or higher education available later in working life. Party spokesmen estimated that between 1.3m and 2m extra full-time students would result from the changes.

John O'Leary

Threatened blows that never landed

universities

After the traumas of 1981, when the University Grants Committee's cuts had left the universities in a state of shock, this year began on a sombre note.

This was to be the year when the effect of the massive spending cuts was to bite. The very existence of the system in its present form was under attack. Attempted closures of whole departments, mergers of institutions and sackings of staff would result in long and bitter battles. Both sides prepared for a fight.

The scene was set at the beginning of the year by the Swinnerton-Dyer report on the University of London, which recommended a series of closures and mergers of colleges. London's new vice chancellor, Professor Randolph Quirk, soon made his preference for the larger unit plain and for much of 1982 it was hard to keep track of who was proposing to merge with whom so many and varied were the plans.

By the end of the year, the future shape of the university was not a great deal clearer. Bedford College was definitely on the move to Egham in an amalgamation with Royal Holloway, but last-minute snags prevented the finalization of a three-way merger between King's, Chelsea and Queen Elizabeth colleges. Goldsmith's and Queen Mary's were engaged in "meaningful talks" and University College had not ruled out an application for direct funding outside the London umbrella.

And so it was in Wales, where talk of a merger between the University of Wales Institute of Science and Technology and University College, Cardiff, rumbled on for most of the year. However, by December a public row had broken out over finance and the whole scheme was in doubt.

Manchester, too, caught a brief dose of merger mania, with proposals for an amalgamation of the hard-pressed pair of Salford and the University of Manchester Institute of Science and Technology. The plan received short shrift at UMIST, which was trying to recover from a troubled year. The staff had passed a motion of no confidence in the principal, Professor Robert Haszeldine, over his handling of the cuts. After an inquiry into the spending of more than £300,000 on a new principal's residence and three months of semi-public wrangling, Professor Haszeldine resigned.

Meanwhile, the Committee of Vice-Chancellors and Principals began to grapple with the question of academic tenure. There were proposals to limit tenure by extending the probationary period or by including a redundancy clause in contracts. There was also great concern about the massive cost of early retirement and voluntary redundancy payments. Would the Government provide the money? Should the bill be picked up by individual universities or should the misery be shared around by means of higher contributions to the USS. And if the latter, would the Government make extra funds available?

Although in June, Sir Keith Joseph, Secretary of State for Education, told the UGC that no extra money was available to meet the pensions bill, by November he had relented. A mini-budget included a second instalment of £50m for restructuring as a result of the cuts announced in 1981 and £40m towards "unavoidable increased costs" including superannuation. There was even a bonus of £10m for the first year of a scheme to attract new blood into the universities, particularly in science subjects, with a special component for information technology.

The redundancy question first came to a head at Aberdeen when the court voted to declare a situation of redundancy which was promptly vetoed by senate. But before battle could be properly joined, court rescinded its decision. Just as the situation cooled at Aberdeen, however, Bristol told six tenured staff that they did not feature in the university's future plans. It was proposed to close the departments of education but while education eventually escaped, though with severe cuts, the row over architecture went on.

The tenure and compulsory redundancy problems rumbled on through the summer. Birmingham University produced a compulsory redundancy procedure aimed at by-passing tenure, a group of the most hard-hit universities joined together to try to weaken tenure and the Privy Council invited the University College of Wales to change its statutes to the same end.

By the end of the year, it could be seen that many of the expected blows had not landed. The promised crunch over redundancies at Aston had retreated, at least until next July, after the AUT had issued a high court writ on the university. Other universities waiting in the wings to see how Aston fared may decide, however, to take the initiative in the meantime.

The threat to tenure remains because while no way around it has been found, vice-chancellors are still studying ways of weakening it. Bristol finally managed to close its department of architecture after a long battle.

There are concerns about the balance of departments as the voluntary redundancy and early retirement policies cause arbitrary losses of specialists.

The coming year will bring many predictable changes. In 1983 there will be a new chairman of the UGC, as Dr Edward Parkes becomes vice chancellor at Leeds, a new president of the AUT and later in the year, a new CVCP president. There could also be an election and, if not, the year will certainly see the effects of a run-up to one in 1984. As always, however, it is the results of these changes and those less easy to prophesy which will make the impact.

Sandra Hempel

Shrinking funds lead to closures

public sector

It was, however, an inauspicious time to make the move basically because the NAB "rationalization" exercise demanded a strong CNAA which should be seen to be maintaining rather then loosening its grip on standards throughout the sector. Consequently, the working party report was, in effect, shelved for a year. But as outlined in the Finniston report the need for cross-binary cooperation on master of engineering degree courses hinted at a possible change in the CNAA charter which would enable it to accredit university courses for the first time.

The crisis at the Polytechnic of Central London deepened after a team of independent auditors went in to examine the books after the Inner London Education Authority refused to pay the interest on a £500,000 deficit, and reported a lack of accountability and inadequate internal budgeting. The tinderbox exploded when the previously divided deans of faculty passed a motion of no confidence in the rector Dr Colin Adamson and soon afterwards he resigned.

While at North-East London Polytechnic, a surprise move by the new director to shed 325 teaching and non-teaching posts met a hostile reaction with threats of industrial action which were averted when an assurance was given that there would be no compulsory redundancies.

Polytechnics reaped the benefit from the university cuts with a 16 per cent increase in first year enrolments. But the flood of new students brought problems in planning and fuelled the call for some sort of clearing house. The annual meeting of the CDP in Plymouth agreed to investigate the feasibility of merging with the Universities Central Council on Admissions or establishing a new body.

The growth in student numbers also exacerbated the existing student housing problem. The critical shortage of student accommodation was as great a headache on the green belt campus of Hatfield Polytechnic as it was in the cities. Nottingham local education authority turned down a proposal by Trent Polytechnic to buy a nearby women's hospital for conversion while at North London Polytechnic the students union took it into their hands to warn incoming students about the lack of housing.

The announcement of the NAB's 10 per cent "hypothetical" cuts exercise in the summer, spawned what apeared as a number of preemptive cuts in anticipation. Manchester Polytechnic decided on a 3 per cent cut in the next year ruling out earlier plans to cut courses in humanities by a half.

The larger institutions – down the scale in unit cost terms – grew increasingly resentful that the most cost-effective institutions were going to be penalized further. At Oxford Polytechnic, staff revolted against that part of the NAB letter which asked for courses to be prioritized and it was decided in the end to spread any further cuts across the range of courses.

At Brighton Polytechnic, unions suspected that cuts in the staff for 1983 contained an element which anticipated the NAB exercise while at Portsmouth the director's proposals to cut staff by 66 and 570 student places hitting most hard at the humanities, social sciences and management faculties came in for a hard ride as staff set up a joint defence committee to resist the exercise.

At the prospect of the public money pool shrinking further, many institutions looked elsewhere. The polytechnics of City and Central London cautiously explored with surrounding colleges ways of sharing resources. Others looked outside like Leicester or abroad like North-East London Polytechnic which clinched a contract to train South Korea's technical teachers.

Surrounded by retrenchment, the Inner London Education Authority decided to turn its back to some extent on gloom and doom and launched the first major review of higher education in the city for ten years with the emphasis on giving greater access for disadvantaged groups such as women, ethnic minorities and adult returners.

Felicity Jones

Polytechnics and colleges tightened their belts further in 1982 as they waited to see what the new National Advisory Body was going to do.

The year started with a sharp division in treatment in the advanced further education pool allocations with polytechnics losing 5 per cent over three years compared to the colleges 9 per cent, and some colleges being asked to cope with a cut of more than 15 per cent. Problems surfaced as local authorities could not cover the shortfall or in a few cases, as with Portsmouth Polytechnic, refused to hand over the polytechnic's due. Instances like this led to renewed calls from the Committee of Directors of Polytechnics for direct funding for colleges and polytechnics.

Three departments were under threat of closure at Birmingham Polytechnic after the city council said it could not bridge the gap of £750,000 in the pool allocation but after concerted union opposition and the intervention of the Council for National Academic Awards, the courses were saved.

In Manchester, a £1.1m cut threw a question mark over the future of the college of higher education. Proposals were put forward to set up a consortium of local colleges but eventually a plan to merge with the polytechnic emerged although staff remained unhappy particularly at the prospect of a large teacher education faculty.

Another merger, this time between Bradford and Ilkley colleges continued to cause controversy. A decision to advertise the post of principal was seen as an attempt to oust the incumbent principal Mr Eric Robinson but the matter was in some measure resolved with his appointment later in the year as director at Preston Polytechnic.

In the wider arena, the more mature institutions, notably the polytechnics, increased their pressure for greater independence and the CNAA responded with setting-up of the working party on longer term developments which came forward with proposals for certain institutions to be able to award their own degrees subject to occasional review.

review '82

Kamikaze tendency displayed

unions

When trade unions are faced with impossible odds they display a kamikaze tendency to risk tearing themselves to pieces with internal strife. This inexorable law of union organization certainly held true for both the university and college lecturers' unions during 1982.

Faced with little room for manoeuvre over either pay or the fight against job losses, they turned in on themselves to concentrate on issues which in less austere times would not have been possible. The energies of officials and lay members were diverted more to these internal questions than perhaps to the major issues.

It is perhaps a justification of the notion that politics is the art of the possible – that given the impossibility of deflecting the Government from its course on the macro-issues, there was a tendency to concentrate attention on areas where something could be achieved.

The decision by the National Association of Teachers in Further and Higher Education was greeted with general indifference by an outside world which would have shouted loud and long if a schoolteachers' union had been involved.

But the outside silence was more than compensated for by the internal upheaval the vote produced. It was a little more than a symbol, a declaration of principal which individual branches were free to follow if they wished. But it proved the dominating issue of Natfhe's year, and looks like continuing at least until next May's conference.

A crucial ingredient in the equation was that opponents of affiliation, who refused to accept the conference decision represented the views of the membership, numbered some very senior Natfhe members indeed among them.

Their political inclination, to the right in trade union terms was well known. But the significant number of past presidents and the inclusion of next year's president meant that many of the organizers of opposition to CND affiliation could claim the support of the wider membership, having been elected by secret ballot unlike either the executive or the conference delegates who took the initial decision.

Their claim, for a referendum to establish the extent of support for affiliation, led to the deepest divisions among the leadership in recent years, with close political associates accusing each other of divisive and diversionary tactics.

The need to maintain the integrity of the union's decision making processes was invoked in support of maintaining the status quo at least until the next conference.

And although they made Natfhe history by succeeding in the first requisitioned special conference to vote on a postal ballot, opponents of affiliation were routed by supporters of a compromise which kept the issue open while resisting what could turn out to be contentious constitutional innovations.

On the pay front Natfhe leaders were satisfied if not ecstatic about the 1982 settlement, which used an £x plus y per cent formula to weight the increase towards the lower paid without irreversible damage to differentials at higher levels.

They were less keen on the redundancy deal for staff teaching advanced courses in polytechnics and colleges, offering staff between 40 and 50 only a third of the compensation available to university staff.

But college staff do not have tenure – and ministers were prepared only to pay over the odds to remove this barrier to contraction.

While Natfhe argued it was "insulting," the rival Association of Polytechnic Teachers regretted its discretionary nature, and the local authorities who will have to decide whether or not to operate it questioned whether it was not too inflexible.

During 1982 the APT was joined by other teacher unions interested in snapping up the hundreds if not thousands of Natfhe members who were disenchanted by the CND vote.

With the new TEC organizations, Natfhe has no protection. But in its increasing conflict with the National Association of Schoolmasters/Union of Women Teachers over recruitment in further education it has been able to invoke the Bridlington procedures to defend its right to recruit.

With the failure of the Association of Scientific, Technical and Managerial Staffs to make much impact even on recruitment of research staff in the universities, the Association of University Teachers has had no such worries.

Its preoccupation this year has been with the search for a new general secretary to replace Mr Laurie Sapper, who is due to retire next April after 14 years in the job.

Although AUT has progressive policies on women's rights it nevertheless came as some surprise that when the union's executive decided earlier this autumn not only to short list a woman for the key job but in the end to put her name forward for ratification by the union's council.

Ms Diana Warwick therefore became probably the first woman appointed to lead a TUC affiliated union.

The pressures of finding Mr Sapper's successor proved predictably controversial. Initially not only was Ms Warwick, little known outside civil service and TUC circles included on the short list but that also one rather than two strong internal candidates and one less likely outsider, were omitted from the short list.

Relations between the campus unions improved over the year with the Education Alliance, the TUC's umbrella group to defend and extend public sector education, beginning to function at a regional level culminating in the more or less successive national education week earlier this autumn. There were real signs that cooperation in opposition to the cuts and cash limits on salary settlements could become a reality among university campus unions.

The unions won unexpected allies in the shape of the vice chancellors to plead with Education Secretary Sir Keith Joseph not only for government money to finance pay settlements which were in excess of the 4 per cent cash limit for 1982 but for more room to manoeuvre in successive years. But ministers remained unshakable even in the face of such an unexpected alliance.

Even though the non teaching unions all broke the cash limit last year, the settlements they received did nothing to ease the increasing problem of low pay for many ancillary staff, an issue which is bound to come to the fore in next year's pay round.

David Jobbins

Summertime shock still being felt

teacher training

For public sector teacher training 1982 saw well grounded fears turn into reality. Within the year Sir Keith Joseph had announced not only closures but the biggest reorganization of teacher education since 1977. Universities once more escaped comparatively lightly.

Both the closures of 10 institutions, as it was eventually to be and the reorganization linked to an undermining of the secondary BEd have their origins in Department of Education and Science figures which surfaced as early as January.

They showed the need for a massive boost in primary teacher training linked to a substantial reduction in secondary training. Reconciling these with the necessity to achieve a 20 per cent cut proved difficult for the Advisory Committee for the Supply and Education of Teachers in the coming months.

ACSET's job was undoubtedly complex and it did reject out of hand the worse scenario proposed in DES papers at the time, namely the retention of only 1,000 secondary BEd places.

However its biggest failure was not only the delay in its advice caused by dissension among university and public sector representatives, but its inability to decide the sectoral division of postgraduate places.

In fact, it was not until July that the first inkling that closures might be on the map was given. This emerged during DES regional conferences when officials discussing ACSET recommendations pointed to the possible consequences of cuts in numbers and produced a list of criteria on which closures and survival might be based.

And even when Sir Keith made his response to ACSET and announced figures for a much reduced secondary base in the public sector, their full implications were neither spelt out nor generally realized.

Yet his figures were for a major reduction of secondary BEd training, down to 1,500 in the public sector, some 500 fewer places than ACSET intended, and amounted to a 35 per cent reduction on 1981. Moreover in line with the committee's advice secondary BEds were to be limited to only five shortage subjects: religious education, home economics, craft design and technology, physical education and business studies.

Even more galling for the public sector, Sir Keith had reduced ACSET's figures for secondary PGCE places from 3,250 to only 2,650 and given the universities an extra 250 places, making their total target some 4,250.

The DES view – and one which had been ably supported by some ACSET members – was that the universities' small primary base, which it was found after a University Grants Committee exercise could not be expanded beyond 1,000 places, made it vital that a strong secondary base should be maintained.

Although Sir Keith's announcement aroused anger in the public sector, it also unfortunately convinced colleges that nothing more would be heard from the department until the autumn.

But true to past form the department chose to electrify the normally sleepy summer months with a closure of teacher education announcement, whose extent rivalled that made in 1977.

The news that 16 institutions were to cease teacher training came literally as a shock and far exceeded worst predictions. For not only did it recommend the closure of teacher education at six colleges, New College, Newman, North Cheshire, Bishop Grosseteste, City of Liverpool, Dorset and De La Salle, but at least three of these would be forced to close completely through the loss of such courses.

In addition it put the fate of three other colleges, Manchester, Derby Lonsdale and Matlock in the balance. The partial merger of Manchester College with the polytechnic had now become a full merger.

But the big surprise was probably the inclusion of seven polytechnics on the list. Out of these seven, only the Polytechnic of North London survived totally, with Leicester partially, Teesside, Huddersfield, Thames and North East London polytechnics remained on the dreaded list, whilst North Staffs Madeley site is already closed.

Moreover hidden behind the closures was a massive reorganization which left only 27 institutions with secondary BEd courses and ended six subjects totally at BEd. It also removed some subjects such as religious education completely from the public sector, to become the preserve of the voluntary sector.

Within two or three weeks, Sir Keith personally and the department were literally deluged with protests from all sides attacking the closures and putting the case for their retention well before September 17.

In particular institutions and interested bodies protested at the timing of the exercise and timetabling for response. To this day the department has not explained why it was necessary to choose August.

Another strong and fundamental objection was the discrepancy between the DES's own listed criteria and the institutions chosen for closure.

Among those completely infuriated with the announcement was the Catholic Education Council which not only fought for the survival of its two colleges, Newman and De La Salle, but for the retention of its historic share of teacher training places. The CEC has not abandoned the fight even now.

But the most apposite argument – at least in the eyes of the DES – was to come from the National Advisory Body in the form of an albeit reluctant alternative. By this time the list of closures was slightly smaller as North Staffordshire Polytechnic had decided to close Madeley College on the grounds that it needed to achieve savings of some £500,000.

NAB's alternative was really for a reprieve of City of Liverpool College and at least two polytechnics.

It also proposed that an extra 400 places should be allocated to Newcastle Polytechnic as well as an extra 80 places to ensure that religious education courses existed outside the voluntary sector. NAB said that its plan would only require the retention of some 400 to 500 places within the system.

NAB's recommendations did have some impact, perhaps because of Mr Waldegrave's influence and when Sir Keith came to announce his final decision, around 450 places were retained in the system, 100 of these at secondary BEd level.

Newman, Bishop Grosseteste College and PNL were the lucky survivors of the exercise, while Leicester Poly retained its art education places.

But although City of Liverpool College won its victory to retain a proportion of its teacher education courses, it was in effect condemned to a slow death by the DES decision to hand these over to the polytechnic. It is now quite likely that the college will be fully merged with the polytechnic in spite of major opposition from Labour councillors.

Although universities did suffer a substantial reduction, in comparison to the public sector they emerged relatively unscathed, from the exercise.

A second attempt by DES officials later in the year was also resisted. They wanted the UGC to close at least two departments of education, on the grounds that at least four had numbers below its recommended minimum.

The year was also marked by an insidious attack from the DES seeking to control the award of Qualified Teacher Status which it believes should not be automatically granted after the successful completion of a training course and should limit holders to teaching only certain subjects to certain age groups.

Patricia Santinelli

Loss of a special relationship

nus

The cruel irony of the National Union of Students's drive for greater professionalism is that just as if managed to create the maximum internal disharmony its ability to influence decision-makers is also dramatically on the wane.

A year which ended with the settlement of a 10-day strike by NUS staff sparked off by the efforts to streamline the organization, also saw the once-prized relationship with ministers fall to an all-time low.

NUS leaders are unable to conceal their anger, for example, at the timing of the announcement of next year's grant. It came shortly before they were due to meet ministers to argue their claim and they feel this was symptomatic of the Government's general attitude to trade unions and other pressure groups.

And they fear, that if the democratic channels to government which have been developed with successive administrations since the wane of student unrest in the early 1970s become blocked, students along with other workers may be forced into what TUC leader Mr David Basnett described as "insurrectionism".

Activity within the Education Alliance and with the opposition political parties has been intense since the change in political control, while efforts to improve contact with campus unions and other organizations at local level has been stepped up.

But on every front there has been little or no progress in convincing ministers either directly or indirectly.

Partly this is because of the incompatibility between NUS's outlook and that of the Government. On almost every issue the two are poles apart and the minor gains pale into insignificance beside the major disappointments.

The glimmer of hope is that dispite NUS's internal problems efforts to force its demise are abating.

Their overriding concern is to prevent disillusion with NUS as a campaigning organization to build again the tide of unrest which in the 1960s damaged – some believe irrevocably – the public image of higher education in Britain.

A national 24-hour occupation early next year is their way of channelling students' frustration over declining grant values, education cuts and graduate unemployment into a containable and civilized protest which even the Government cannot ignore.

Tommy Sheppard, NUS's vice president for education, said shortly after the occupation vote at this month's conference: "An occupation used to be regarded as something of an extremist nature.

"But given that we have been totally frozen out of consultations, that Government policies are so destructive and we have had no opportunity to put forward our balanced views, this is direct action by reasonable people.

Disillusion with the way the previous president, Mr David Aaronovitch, had concentrated on building links with trade union and party leaders at national level was one of the factors which swept the National Organization of Labour Students to power at the union's Easter conference.

The Federation of Conservative Students, emerging from the cloud of an inquiry into activities under its past extreme right leadership, has adopted a bilateral policy towards NUS, supporting disaffiliation moves where they have grassroots support while seeking to play a full part in mainstream student politics.

But disaffiliation moves have been conspicuously unsuccessful, and the organization's total dedication to student loans is unlikely to have widespread appeal.

Other political groupings remain unable to dislodge the NOLS supremacy within the union – the most cogent opposition coming from the Liberals and – with less certainty – from the Social Democratic Party Students.

But the key question is whether the Left Alliance can resurrect its power base in the colleges sufficiently to pose a threat to Neil Stewart, who is likely to seek a second term of office.

The year saw the continued decline of the Socialist Workers Student Organization, far less vociferous at the December conference even than at Easter. Cross-campus ballots, compulsory for the 1983 winter conference, are likely to hasten the process of moderation.

Internally, the agreement which ended the staff strike is unlikely to prevent further brushes with the NUS management and executive. Key issues, including the fundamentally crucial move of the headquarters to Holloway Road, are fraught with difficulty. And it seems clear that despite the escape of the leadership from censure and criticism neither side is confident that the fundamental causes have been removed.

David Jobbins

Terrorism, patriotism, music, art and science: a dip into the motions of 1982

Is it right to use the holocaust in creative writing?

George Steiner's *The Portage to San Cristobal of A.H.*, adapted for the stage by Christopher Hampton, sparked a major controversy in the spring of 1982. Figures as unlike as Martin Gilbert and Arnold Wesker joined the fray, in an article in *The THES* , Leonie Lichtenstein looked at the status of "real", historical figures in fictional or unhistorical settings: Hitler alive in the Paraguayan jungle, the homosexual Christ of the notorious *Gay News* poem, the mixture of fact and fantasy in D. M. Thomas's *The White Hotel*.

"The proliferation of genres within the arts – documentary, dramamentary, faction, factoid – raises demarcation disputes and problems regarding which rules it is appropriate to invoke from our repertoires and which rules can, and which cannot, be infringed by a writer. It may be that, despite its increasing use by creative writers, the "holocaust" is not yet far enough away. It has not yet come of age "artistically" such that it can be incorporated in a fiction. To do so may seem too profane to too many people.

No limit to Balkanizing

Michael Zwerin: "We are living in an era of flat-out Balkanization. For those who say 'all right, enough is enough, it's time to stop, there is a limit after all,' I say, 'on the contrary, Balkanization has not gone far enough. The limit is the lowest possible common number, that number within which there is no misused, alienated minority'."

Leaving the Lysenko mould

In the spring, the Russian-born scientist Zhores A. Medvedev looked at the role of scientific research in the Soviet Union. No longer, he argued, were Soviet scientists formed in the Lysenko mould, shaping their conclusions and restricting their methods in the interests of dialectical materialism, or its Stalinist progeny.

Soviet political control of science has shifted away from directives on *how* to do research to the selection of *who* can do it.

Our understanding of how Soviet society works is still dominated by crudely dualistic, Cold War thinking. "Western experts on the Soviet Union, including the official advisers of several recent United States administrations, consider that the growth of Soviet capabilities is related primarily to political and military factors. On the other hand the rise of the US is usually explained by its ability to utilize scientific and technological development.

"This perception of the differences in the overall technological capabilities of the two superpowers has some historical justification but is hardly valid for the 1980s."

Dr Medvedev concluded with the thought that we overstress the differences between the two superpowers and the conflicting rhetorics that sustain those differences. "Science develops on the basis of cooperation and competition not between countries but between individuals. Western scientists are usually very proud of their past achievements. Like Soviet scientists, they too are disappointed about current difficulties and financial restrictions. But younger scientists in the west are, unlike their Soviet counterparts, often quite uncertain about their future. Insecurity and economic restrictions can detract from scientific progress as much as political interference does."

Stalin's manipulation of science as a weapon in the class struggle has ended and has been replaced by a situation not unknown in the west, the politicization of scientists and the creation of a political science elite. Again, the differences are rhetorical rather than actual. "The official Soviet ideology expresses itself less in the substance of scientific research and more in the system of qualification and promotion for high level academic posts." Instead of the conformist Lysenko, we now have the dissenting, and exiled, Sakharov.

Enemies of pluralism

In January, Ninian Smart argued the need for "worldview analysis". "A proper and effective outlook for the social democracies of the west – now we are moving into a tightly interacting global era – is something which is a global analogue to social democracy; that so far as possible we should respect and tolerate cultural pluralism, encourage free institutions and act to alleviate the disasters of poverty in a new economic world order. The danger of the neo-Dulles stance of Haig and Thatcher is that our countries of the amazing and fruitful west will ride roughshod over alternative stances, such as those of Hindu India, and thus alienate some of our natural friends, will support cruel and often unstable dictatorships and will remain indifferent to the major problems of world poverty."

David J. Levy: "It matters not only to the Germans whether they prefer Helmut Schmidt to Adolf Hitler. It matters too when the degraded political vocabulary of the Baader-Meinhof ideologists fudges the issues that are at stake in the choice.

"The language of politics provides a way of articulating through symbols the possibilities open to man. In contrast, the ever-ready formula designating every authority as 'fascist' mystifly the issues inherent in the choices we make."

Ulrike Meinhof and Andreas Bauder: "degraded political vocabulary"

Organisms which get organized

Writing about the growth of genetics, S. J. Martin described how the individual components of organic life could be organized like a highly complex "language", with rules, grammar and syntax, and with an increasingly varied "literature" as geneticists experiment with the ground-rules of existence. "How the various political, social and economic systems throughout the world, that create public demand, convention and acceptability will manipulate this genetic literature is a problem of the future that must be resolved on an international basis if mankind is not to fragment into genetically elitist groups. This will be the great dilemma of the future. The solution of which will require the utmost natural respect and understanding not only between the two cultures but among all cultures."

The crisis of the cultural dinosaurs

Are the great bureaucracies of national culture – the BBC, the Arts Council, and so on – about to follow the dinosaurs into extinction? Growing political interference, the erosion of a cultural consensus, rising costs, and the new technology that bypasses existing media monopolies, all challenge the viability of these institutions. In May and June, four distinguished writers examined the fate of the "cultural dinosaurs".

Anthony Smith looked at what is their role, will they survive the next decade, are they crucially value for money – the political dimension of their growing crisis: "Their intellectual independence is the single great benefit, which all cultural organizations have to give to this nation. To maintain that is the single most important act of cultural conservation and the greatest blessing the dinosaurs' eggs, so be it."

Richard Hoggart concluded the series with a look inside the nest of perhaps the most embattled of all the cultural saurians and at the threat posed to the "national culture": "Once the Arts Council's vote began to come via the office of arts and libraries, within the DES, rather than direct from the Treasury, there was bound to be the possibility of confusion between the roles of the minister for the arts and the chairman of the council. The council is in some slight danger of becoming advisory rather than separate. We can see clearly why political intervention has increased: *the arm's-length principle could only be assumed to be a good thing when there was also assumed a consensus as to the public good.* The consensus did not have to be made explicit; it was largely internalized. And it has largely gone."

Distorting effects of personal myths

In March Bernard Bergonzi looked at the myths we have perpetuated about the 1930s, about an art and literature acutely and untypically (in Britain at least) responsive to contemporary political realities.

"For the reader concerned with the interpenetration of literature and history the 1930s seem endlessly interesting. But the study has its dangers. Some social historians very reasonably use literature as a source of knowledge but they need to be alert to the distorting effects of personal or social myths, whether in Isherwood's Berlin or Greene's Brighton; conversely students of the literature of the 1930s should not deceive themselves that they have a good understanding of its historical context when what they are acquainted with are the potent but ahistorical myths partly generated by the literature itself."

Radical patriotism's echo

The last refuge of the scoundrel? Or the natural and spontaneous love of an individual for his native country? "Patriotism has become taken for granted, half-loved, half-mocked", argued Hugh Cunningham in February. In the virulently nationalist days before the First World War, there was a proverb: A patriot is one who loves his own country, a nationalist one who hates everyone else's.

Hugh Cunningham looked at the way Patriotism had been wrested away from the radical tradition and put to work as a tool of (often extreme) conservatism. The distorted nationalism of the National Front and of the bitterly ex-colonial political movements captured in David Edgar's *Destiny* have, quite literally, given patriotism a bad name.

"Patriotism has been assumed to have always been there, naturally and unchangeably part of the make-up of British power relative to that of other countries. And it has called for a closer and closer identification of the individual with the state. Before that, and particularly between the 1770s and the 1850s a patriotism identified with the state had coexisted with a radical patriotism suspicious of the state and tendentious in its assertion of the English's rights. The echoes of that radical patriotism can still be heard today, though we rarely listen for them."

Quietly humanizing musical styles

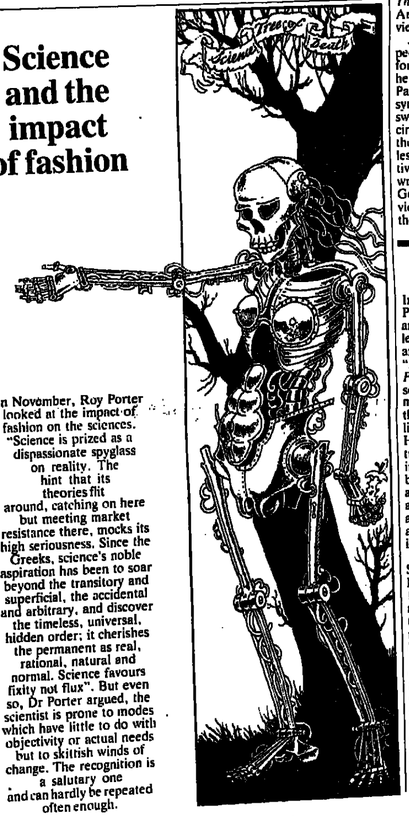
Stockhausen: not much iconoclasm

In February Judith Weir took a look at the state of contemporary "serious" music and found iconoclasm to be in short supply. "Surprise is not an emotion that comes easily to the seasoned attender of contemporary music events. But the youngest generation of professional composers seems to be an unusually non-shocking, well-behaved one, quietly interested in technical problems and in "humanizing" the styles of the last 30 (and in some cases, 70) years. Some would say that this is how you have to behave to be a widely-performed young professional composer, because in this area of music nearly all roads to performance eventually lead back to the Arts Council and the BBC."

Hugh Seton-Watson: "Devotion to a national identity is not a temporary by-product of class conflict or economic frustration, though either of these can aggravate it, but something deep-rooted, which has to be respected if the human race is to escape disaster."

Australian writers acquired a literary identity only slowly. In Febrary, Peter Quartermaine looked at four Australian novelists' attempts to shake off the colonial stigma and create a literature which resisted both the philistine stereotype and the fake gentility which inevitably followed it.

Science and the impact of fashion



In November, Roy Porter looked at the impact of fashion on the sciences. "Science is prized as a dispassionate spyglass on reality. The hint that its theories fit around, catching on here but meeting market resistance there, mocks its high seriousness. Since the Greeks, science's noble aspiration has been to soar beyond the transitory and superficial, the accidental and arbitrary, and discover the timeless, universal, hidden order: it cherishes the permanent as real, rational and normal. Science favours fixity not flux". But even so, Dr Porter argued, the scientist is prone to modes which have little to do with objectivity or actual needs but to skittish winds of change. The recognition is a salutary one and can hardly be repeated often enough.

A European notion of Irish culture

The centenary of James Joyce's birth in February was an important media event, with television journeys through the novelist's Dublin, adaptations of his stories, even radio readings of the massive *Ulysses*. In *The THES*, Patrick Parrinder and Arnold Goldman offered contrasting views of Joyce's significance.

Joyce has become all things to all people. The idol of the French critics for his "permanent avant-gardism", he remains a sentimental Irishman. Patrick Parrinder examined the symptoms of "Wakeomania", which swept through Continental literary circles, the advent of "the-written-as-the-not-to-be-read", which none the less remains one of the most inventive and entertaining examples of written English in existence. Arnold Goldman, looking from the point of view of Joyce's Ireland, examined the writer's ambitions for his country and her culture: "Joyce's notion of a modern Irish culture was European: it should absorb the best in a whole European tradition; lip-service and worse to parochialism could play no part. It is ironic that the Protestant Yeats should have been so much more tender of "Irish" sentiment than the Catholic Joyce."

The sectarian divide that informs so much of Irish culture was examined in its political aspect by Paul Wilkinson in June in an article which spelled out the origins and cost of the conflict which has left more than 2,000 dead. It is not easy to apportion blame for the Irish tragedy, as both Joyce and Yeats knew in their time. Paul Wilkinson was absolutely clear: "the men of violence on *both* sides must be successfully deterred or subdued if democratic politics and reconciliation are to have chance."

Reviewers' comments

In January, Iain Wright reviewed Paul Hollander's *Political Pilgrims*. an account of visits of western intellectuals to the Soviet Union, China and Cuba between 1928 and 1978: "As an anthology of exemplary gulls *Political Pilgrims* is memorable and a sobering reminder of the harm which modern leftwingers have done to their causes as a result of their childlike thirst for hero-models. Professor Hollander offers his book as a contribution to a general theory of the intellegentsia, and also, as gradually becomes clear, as a generalized attack on utopianism, an indiscriminate and undiscriminating diatribe against socialism and something approaching a defence of the American Way of Life."

Jonathan Steinberg on Denis Mack Smith's *Mussolini*. "*Conosce* il Denis Mack Smith?", asked the surgeon from Genoa. "Sì," I replied modestly and prodded the hot sand with my toe. His eyes widened. From that moment my prestige on the Sardinian beach was assured. Simply knowing Denis Mack Smith personally has conferred on me some vicarious portion of the celebrity which he enjoys among the literate Italian middle classes . . . Debunking myth, puncturing bubbles of self-esteem and uncovering the seamier underside of heroic character has been a consistent approach in Mack Smith's work. The number of actors on the stage of history who pass his sardonic scrutiny is very small. Mussolini was, and is, his favourite target for debunking."

Writing about E. A. Wrigley's and R. S. Schofield's impressive reconstruction of *The Population History of England*, L. A. Clarkson sounded a note of warning: "Not every reader will be willing to become a believer, certainly not those doubting Thomases who hold that history should be palpably demonstrable from the documents. Those who look to history for some grand design will find the book perplexing. So, too will those who think that history should be about people; it is ironic that so vast a volume on demography contains the life story of not a single individual."

In October, Alan Ryan looked back at John Rawls's crucial *A Theory of Justice*, a work which has galvanized moral philosophy over the decade since its first publication. Dr Ryan suggested two reasons why John Rawls work has been of greater significance in America than in Europe: "the book provides an ideology for American liberalism, an ideology of which American liberalism is badly in need. A second reason was provided by the Vietnam war. A very substantial part of *A Theory of Justice* tackles the duties of citizens to obey their governments; more to the point, it tackles the question of how we are to dissent from decisions we regard as morally unacceptable."

A tool to use for mending social ills?

The value of social science, its pertinence of and contribution to ...nal, contemporary social problems, formed the basis of a *THES* symposium published in July in the wake of the Rothschild report. Eight leading sociologists examined the widening divide between sociology as an autonomous, theoretical discipline and as a political tool for mending social ills and planning the future. "Who now remembers the enemies of Socrates?" asked Professor John Eldridge, echoing a majority of the participants, "how useful was he?" "Relevance" seldom yields to straightforward definition; the great sociology debate is likely to be around for some time.

Stepping stones

Jan Welzgerber: "As the past is viewed from the vantage point of the present, its values are no longer regarded as models but as stepping stones to new values. 'Imitation' is thus made subservient to novelty; quotations link up what is subjective, unique, private, and unknown with a (potentially) common background. Fabrication or representation, destruction or construction, creation or preservation, it is much of a muchness, an uncertainty which, to some, may mean distress."

War's losers

Geoffrey Best: "The first principle of just war thinking is that *neither* party to any war can be *wholly* in the right, and that their peoples had better study why."

An immunity to political attack

In June, A. H. Halsey's article on the London School of Economics's sociologists of the 1950s sparked off a lively correspondence. Professor Halsey's reference to the "incompetence of the slump Tories" drew fire from Ken Burgess: "It is a common failing of intellectuals to fancy that past problems were easier of solution than they were, and that, if solutions were not found, it was due to the incompetence or moral turpitude of the actors of the time." Professor J. H. Smith picked up and developed the point: "We learned then to live with the belief – common to the left and to the right – that sociology is synonymous with socialism. In this way, we gained an immunity to political attacks on the credentials of our disciplines which continues, alas, to come in useful."

Need for pluralism

Peter Parker: "From my belief in the mixed economy as the essential basis of pluralist democracy I come to see pluralism as itself vital to the success of the mixed economy. If we are to stitch up with others in learning from the same connexion, then I suggest that we need a new institutional focus to concentrate our minds and constitutionalize, even civilize, the corporate powers."

Dual funding system shows the strain

science

It was a year when few scientists escaped the effects of the cuts, but the logic of the cuts escaped most of them. In general, university science and engineering fared as badly as other subject areas, worse according to scientists and engineers.

They were certainly not protected, as the University Grants Committee wished. This was largely because it is easier for individual institutions to cut research money than academic salaries. In addition, technically-trained staff are more employable off campus and so more likely to accept voluntary redundancy or early retirement.

The general pattern of cuts was broken by highly selective boosts for one or two fashionable areas like biotechnology and information technology. But these often only served to offset the adverse effects of previous stringencies, rather than leading to true expansion.

The prime example of this was the Government's efforts to build up computer science after the UGC's ill-advised choice of 1979 as a baseline for assessing student numbers led to the prospect of very large reductions in the discipline.

The dual support system for funding research continued to crenk under the strain as the load shifted from the university side to the four main research councils. The strains were faithfully reported through the year by the fellows of the Royal Society, the House of Lords Select Committee on Science and Technology's subcommittee on biotechnology and the working party on university research chaired by Sir Alec Merrison.

Merrison's report to the UGC and the Advisory Board for the Research Councils was widely criticized for highlighting the pressure on the dual support system and the lack of "new blood" without offering convincing remedies. The report's admission that more money for university research would only come from further reductions in staffing seemed unlikely to persuade anyone to find extra cash.

The state of dual support worried the research councils more and more, though their responses differed. The Science and Engineering Research Council limited itself to hopes that the universities would preserve their "best research groups". The Medical Research Council inaugurated a special support scheme for outstanding units.

There was much talk, particularly from the MRC, of backing "excellence" and weeding out "second rate research", as if science was marked by clear demarcations between categories. But it was clear that many good grant proposals were being turned away. The SERC especially received many more requests for money but made fewer awards than in previous years.

One obvious symptom of a narrowing of the normal financial channels was the call for special allocations for favoured areas. This strategy rarely succeeds nowadays and the plea from the House of Commons Select Committee on Social Services plea for more money for medical education was brushed aside by the Department of Health. To rub salt into the wound, the department even claimed that there was no evidence of serious damage to clinical teaching, much to the annoyance of the British Medical Association.

A second, less direct response, was to redesign the funding channels. The Lords' report on biotechnology criticized the lack of coordination in science policy, echoing earlier comments. But the most radical proposals came from a committee of the Royal Society of Arts, which wanted a new Department of Education and Training to replace the educational functions of the present education and industry departments.

Less was heard this year of another suggested reorganization – to give responsibility for engineering to a new engineering research and development council. The main supporters, the engineering professors, appeared less sure of their ground.

However, the new Engineering Council, which was successfully piloted through the obstacles set by existing interests, began to formulate its policies, under its first director Dr Kenneth Miller and its chairman Sir Kenneth Corfield.

The third response to money worries, finding alternative sources of revenue, also came to the fore this year. There was a new industrial consultancy from one polytechnic or university every week, and a new plan for a science park every month. It remains to be seen how many of these schemes were well-planned enough to come to fruition and how many relied solely on opportunism.

For those who make decisions, rather than proposals, the financial climate meant that new priorities could only be promoted at the expense of traditional areas of support. This was true both within the research councils and between them.

The ABRC's "Forward Look" published for the first time this year, favoured new initiatives in the SERC at the expense of the Agricultural Research Council and the Natural Environment Research Council.

The ABRC's recommendation that the contraction of the "big sciences" of astronomy and high energy physics had gone far enough was part of the reason. But its criteria for choosing the new areas which accounted for the rest of the shift in resources seemed to be mainly industrial rather than strictly scientific.

Indeed, in retrospect, the increasing influence of the Department of Industry on research policy may seem one of the most important trends of 1982. Under the ceaselessly energetic Kenneth Baker, the department's interests in biotechnology, information technology and advanced computers, and satellite remote sensing all came to greater prominence.

The public launch of coordinated programmes in the latter two areas – involving industry, universities and the research councils as well as the DoI – will be among the first events to watch for next year.

In the midst of all this jostling for funds, the actual business of science went on. British biologists won two Nobel prizes. The European Space Agency's rocket Ariane "failed to achieve a high enough trajectory to complete its mission", as the agency put it when explaining how it fell into an ocean.

British research in laser technology, recombinant genetics and agricultural techniques continued to impress overseas observers. In fact, it was so impressive that the SERC commissioned a study into the biotechnology brain drain. This brought satisfaction with the quality of British researchers face-to-face once again with disquiet over the effects of spending cuts in higher education.

Jon Turney

Sir Keith displeased by Rothschild

social scence

Social scientists in Britain have come through what is probably their most traumatic year since the last war, certainly since 1966 when the Social Science Research Council was set up. They have been battered financially, ideologically, and even their academic standing has been challenged. They have been forced to defend themselves but the good news is that there is a chance to confound the critics.

It was a year when all the worst fears about Government-led hostility to social science were confirmed. Sir Keith Joseph, Secretary of State for Education, embodied such fears, suspicious of alleged left-wing bias; disrespectful of its academic standing; scathing about its policy usefulness; and above all impatient about even the modest public funds involved.

Last Christmas, soon after he took over education, Sir Keith imposed an extra £1.1m (about 5 per cent) cut in the SSRC budget, and then invited Lord Rothschild, a former head of the Government Think Tank, to inquire into the SSRC, specifically to see what should be paid for by "customers", what should be removed from SSRC control, and what added to the SSRC.

Fears surrounding the real motive of the inquiry gained ground when leaked private correspondence between him and Sir Geoffrey Howe, Chancellor of the Exchequer, in early January gave a clear hint that the council might be abolished, and discussed the merit of using a "tried and respected operator."

Lord Rothschild himself was given just three months and no real administrative support for his inquiry, another sign of Sir Keith's impatience. In all, Lord Rothschild received more than 350 submissions running to some 400,000 words, he interviewed more than 100 people, and by April completed his 114-page report, published in May (HMSO 8554). It is regarded as a remarkably lucid and witty document, especially for a man professing no prior knowledge of the subject.

The main conclusion was that it would be an "act of intellectual vandalism" to dismantle the SSRC. Indeed far from "dismemberment or liquidation", the SSRC's budget, he said, should not be cut and there should be no more special reviews for the next three years. The customer-contractor principle was deemed to have little application to social science. Among the 24 recommendations the SSRC was rebuked for excessive use of jargon and urged to read Gowers' *Plain Words*.

There was deep relief among social scientists, bemused that Lord Rothschild far from being the executioner had lifted the sword of Damocles. Many, openly critical of the SSRC's controversial new policy-orientated committee structure, now held the peace waiting for the minister's response. Sir Keith was not pleased, even penning a dismissive note to Mrs Thatcher but toning it down on the advice of senior civil servants.

The consultation period in the summer seemed to pass quietly, but there was intense manoeuvring behind the scenes with Sir Keith and the critics still trying to move against the council. A special adviser was dispatched to collect "new" evidence. In the House of Lords, Beloff and Vaizey put the prosecution, Young and Annan the defence, with Robbins in the middle.

By October no decision had been reached, but Sir Keith found himself boxed in by Rothschild, the majority of social scientists, his civil servants, and the British Academy. He announced the council would continue, but imposed another £6m cut over three years on what the Advisory Board for the Research Councils had allocated. In real terms this was a 4 per cent cut, to add to the 25 per cent budget fall, the halving of student awards, and a fall in government commissions of one third, all since 1979.

Sir Keith also asked for reforms in the way postgraduate awards are distributed with more emphasis on open competition (the pool), and a change in the SSRC title, dropping the word "science". He even put in a personal appearance to explain to council his views on "social studies". All these matters are currently being studied as the SSRC tries to get back to normal business.

There have been other issues, with 27 university social science departments facing up to the significant cuts announced in 1981 and polytechnic departments also squeezed. A *THES* survey (May 7, 1982) based on 28 university replies showed Aston, Reading, Exeter, Birmingham, Salford and Southampton, set to lose sizable numbers of staff. It was still early to generalize, but there seemed little hope of cuts leading to improved student staff ratios, and there was a drift towards favouring applied social science.

The six new standing committees covering social affairs, education and human development, industry and employment, economic affairs, environment and planning, and government and law, at the SSRC began work amid fears that the shadow of Whitehall would loom large. One critic said students would be "chained" to policy needs, and technocratic philistinism loomed.

The new Association of Learned Societies in the Social Sciences was launched gingerly and must now prove itself, while a side effect of Rothschild was an SSRC investigation into allegations that the Industrial Relations Research Unit at Warwick University was "unfairly biased towards the trade unions". Three wise men, led by Sir Kenneth Berrill, another former Think Tank head, are currently at work, facing difficulty in defining not only bias but, more significant, the exact charges first aired by Lord Beloff in evidence to Lord Rothschild.

Accusations of bias were much in evidence, with sociologists in particular under attack, from the right-wing Centre for Policy Studies and from some Open University students. Lord Rothschild was also pretty hostile urging no further expansion in sociology courses.

The new year can only bring improved morale, although the best answer must be in the production of lots of good work. The best epitaph is contained in the SSRC's Christmas card "with every good wish for a reviving and peaceful Christmas and a prosperous New Year". It shows a famous historical cartoon of knights with the caption "Through!"

In many ways Sir Keith was bounced in *Yes, Minister* style in agreeing to an inquiry, headed by Lord Rothschild. That may be. However, it is to his credit he accepts argument under pressure.

Paul Flather

Musical chairs in reverse

northern ireland

With the exception of the further education colleges, Northern Ireland's education system has been engaged in a kind of musical chairs in reverse in trying to whittle down institutional places to equal the number of potential students.

The Chilver committee's report followed three years' deliberation on the future of higher education in the province, and recommended that the New University of Ulster should remain independent. It was published simultaneously with the Government's counter-proposals that it should merge with Ulster Polytechnic.

The proposal drew little enthusiasm from NUU, where much was made of the legal conundrum whereby a university was under pressure to cooperate in its own disbanding. The report was received with considerable opprobrium by Queens', which accused it of abusing statistics to reach a facile conclusion.

A guarded welcome came from the polytechnic staff, its rector Mr Derek Birley, NUU students and the chairman of the Committee of Directors of Polytechnics, Dr Ray Rickett. Soon after, the Northern Ireland Minister for Education, Mr Nicholas Scott, appointed a steering group to look at the merger, chaired by Sir Peter Swinnerton-Dyer, and set a deadline of autumn 1984.

The steering group's decision to make the appointment of the head of the new institution an early priority led to clashes with the Government. The NUU nominee and Queens' vice chancellor, Dr Peter Froggett, resigned from the group after it first decided the post should be openly advertised and then bowed to Government pressure to consider internal candidates first.

NUU's vice chancellor, Dr Wilfrid Cockcroft, was advised by his senate not to go to the selection meeting, so the only candidate was Mr Birley. His appointment was announced during the visit of the House of Commons Select Committee on Education, Science and Arts to Northern Ireland – the first public select committee visit to the province.

Its five MPs took evidence on the merger, teacher training, further education provision and the Youth Training Scheme, which began in Ulster a year before the rest of the United Kingdom. Their final report is expected early in 1983, but while in the province they made four interim recommendations: for wide consultations about the merger and flexibility over its starting date; an early teacher training decision; a stronger higher and further education presence in Londonderry, and a promise to monitor the YTS following early fears about its content and the quality of youngsters taking it up.

The visit was preceded by a warning from Mr Scott that the alternative to the merger was for NUU to close. If the steering group was not "brought to a successful conclusion", funding would cease, he said.

During the visit he reiterated his commitment to a 1984 start to the merger. He also promised decisions on teacher training and a planning body for all higher education in the province by the turn of the year, and discussions have continued with the University Grants Committee.

Since Mr Birley's appointment, two working parties on the merger have been established with representatives from both institutions. One will look at academic reorganization and the other will deal with structures, a charter, and a name, which is the latest cause of controversy. The choice of "The University of Ulster" has drawn protests both from Dr Froggett, who says it may cause confusion with Queens', and from the Association of Polytechnic Teachers, who object to the omission of "polytechnic" from the title.

Queens' was also mentioned in rumoured options for the inevitable teacher training rationalization. The university is understood to have had discussions with the state college Stranmillis about a possible merger. The Northern Ireland Department of Education held up any decision on rationalization until after the Chilver report was published, because the future of teacher training at Coleraine affected it.

Ceasing teacher training at NUU would mean that all such training would be located in Belfast, an option disliked by Mr Scott but urged by the independent colleges St Mary's and St Joseph's.

The DENI also issued a preliminary paper on future trends in the province's teacher training for consultation with the institutions. This recommended that primary and secondary training would become more specialized, with the former provided mainly through the BEd and the latter through the Postgraduate Certificate of Education.

The New Training Initiative was causing severe accommodation problems in further education colleges, but was at too early a stage for its more general contribution to be assessed. Increased further education provision in Belfast was likely once rationalization of schools had taken place, Mr Scott said.

As its contribution to merger plans, the Institute of Continuing Education at Magee University College in Londonderry issued a paper calling for an expansion of its own provision as part of a greater contribution to continuing education in the new merged institution. Civic leaders in the town also proposed closer relations between Magee and the North West College of Technology there, perhaps developing into a north-west polytechnic.

Karen Gold

Matchmaker gets down to business

adult education

Scale signs of a central government take-over – new money, new acronyms, newspeak – have increasingly appeared in adult education this year, bringing interesting developments but little relief for local authority and voluntary provision. Recurrent rumours of legislation to protect education authority provision in tandem with further education – ultimately faded with a brief-Queen-usual Queen's Speech and more robust rumours of a general election.

Nevertheless, the minister in charge of adult education, Mr Wilson Shelton, did announce a minor reprieve for the local service by allowing additional time for authorities to impose their allotted cuts. Early enrolment figures for autumn 1982 showed an average fractional increase, but such extensive cuts in some authorities that non-vocational adult classes probably now barely exist.

He also announced the year's main Department of Education and Science initiative in May: the PICKUP (Professional, Industrial and Commercial Updating) matchmaking scheme between business updating needs and education. This was generally welcomed in principle but criticized by both sides for the self-financing tag that came with it.

Other central initiatives came via the Manpower Services Commission. The Open Tech training for technicians and supervisors scheme was launched in August, followed by the appointment of Sheffield City Polytechnic principal Dr George Tolley as director. The approval of the first handful of schemes for the initial three-year £10m programme came in December.

While the Open Tech is primarily for those in employment, the MSC voluntary projects scheme allocated £4m for education for unemployed adults. The Workers' Education Association bid for a large proportion of it and there was considerable interest in adult education institutes in particular about the influence of the commission's purchasing power over their courses.

Adult training, the third and fastest-moving of the Government's New Training Initiative objectives, was the subject of controversial MSC proposals. These included a system of repayable loans and vouchers for employees and a local training tax on employers to fund it, as well as a substantial sharp fall in retraining opportunities.

The question of adult education on the dole was ironed out following a question in the House of Commons about unemployed people being denied benefit for the time they attended classes: a Government circular agreed that they could study without losing money for 15 hours a week, while people on supplementary benefit could do so for up to 21 hours.

Adult education for the unemployed was also the subject of one of the Advisory Council on Adult and Continuing Education's 1982 reports. The council itself was told it would not continue in its present form after the autumn, and any proposals for a new existence should be with the DES by this spring.

However, Mr Shelton saved the Adult Literacy and Basic Skills Unit an additional two years until March 1985 – though not the 10 years it wanted.

ACACE's output – including reports on adult education and mathematics, the black comunities and accommodation – has emphasized pushing "continuing education" to the max, while leaving some of the people doing it still uncertain what the term really means.

Continuing Education: from Policies to Practice, and *Adults: their educational experience and needs* the council completed two thirds of its major study of the field, having looked at who is and could be involved in continuing education and what they might learn. The third part, a study of current provision is still to come.

Continuing education also moved on to the political agenda. The Labour Party produced conference resolutions on a comprehensive post-18 system and a discussion document advocating a universal entitlement to one year's post-school education. The Social Democratic Party put forward a policy for creating a united education and training ministry and greater emphasis on continuing education.

Continuing education also expanded at the Open University, which launched a top-selling micro-computer course and plans to enter business and management education. It took its first official overseas students from Belgium. But the small numbers failed to compensate for the record level of students who refused places after being offered them, because of high fees, according to the OU.

The Government responded to this problem by assuming a fee increase in line with inflation for 1983, from £120 to £127. It gave the OU more notice for future planning than previously by indicating a £133 fee for 1984. But by raising the 1983 grant less than three per cent, it also caused the university to rethink its plans and begin dicussing retrenchment.

The university instituted a review of course-writing procedures after the DES wrote to it in the summer about alleged bias in four of its courses, but strongly denied the allegations.

Adult educational broadcasting, once dominated by the OU, expanded enormously with the arrival of Channel 4 and the parallel efforts of existing independent companies and the BBC to keep pace. The BBC put out British television's first-ever foreign language programmes – a joint project with the Health Education Council of short "advertisements" which gave health service information in 12 languages to non-English speakers.

The Independent Broadcasting Authority set up a new continuing education unit to back up education officers in the independent companies. But with 15 per cent of Channel 4 committed to education, high numbers of requests for study and follow-up material, and good viewing figures for subjects as disparate as development and great painters, television's new baby looks like one of the more unqualified successes of the year.

Karen Gold

Consistent opposition to redundancies

scotland

Scottish higher education has had something of an anticlimactic year in 1982.

The first half of the year was fraught, with the universities racked by prospective redundancies, and the rest of the tertiary sector earnestly analysing the long awaited report of the Scottish Council for Tertiary Education.

But in the remaining months of the year, the impact of these events has faded, and the issues involved, though not forgotten, are no longer uppermost in people's minds.

Last January, several Scottish universities warned that large numbers of academic posts would have to be lost. It was still a shock to the university system when Aberdeen in March had the unenviable distinction of being the first to try to implement compulsory redundancies.

The court had come up with the curious figure of 57½ jobs to be compulsorily axed, reminiscent of Miss Jean Brodie's view, when summoned to an interview at 4.15, that her headmistress "sought to intimidate her by the use of quarter hours".

But the university was not to be intimidated. It was a keynote of events at Aberdeen, unhappily not echoed at Aston, that there was strong and consistent opposition to redundancies.

This was especially marked at senate, where three motions for redundancies were emphatically rejected. (At elections for the senate later in the year, those who were considered, rightly or wrongly, to have been in the minority backing the court, lost their seats.)

Staff were to be chosen for redundancy on three criteria: their teaching, their academic standing, and their contribution to the broad running of the university, but there was undoubtedly going to be little or no cooperation from heads of department on this.

The Association of University Teachers threatened industrial action, including the withdrawal of external examiners and the withholding of final year exam results.

It is impossible to know whether the force of opposition alone could have staved off redundancies. Aberdeen's principal, Professor George McNicol, has made it clear that he does not see tenure as an essential for academic freedom. (This, it emerged later, was the view of the Conference of Scottish University Courts, the body of Scottish principals and senior university representatives, which decided that unassailable tenure was not in the universities' interests).

But Professor McNicol saw the state of redundancy as a safety net, and hoped it could be avoided. Again in contrast to Aston, the AUT was given full access to the university's figures, with these being assessed by independent auditors.

And it was the principal himself who proposed a motion postponing the issue of redundancies, when the university figures were found to be unreliable.

Aberdeen was in the front line for redundancies because its recurrent grant has not only been cut by a quarter, but 53% per cent of this fell in the first year.

The University Grants Committee has never publicly acknowledged this but has in the course of the year quietly made certain concessions. Aberdeen was given two grants of £150,000 for buildings and health and safety, and after the state of redundancy was declared, was unexpectedly given a £1.8m instalment of its grant early.

The UGC also allowed Stirling and Heriot-Watt an increased student intake, and Russian at Heriot-Watt, recommended for closure, was reprieved.

But the universities had not yet won through. The decision on compulsory redundancy at Aberdeen was postponed only until the end of this year, and it remains to be seen whether the savings target can be met by other means.

The 90 page tertiary council report, the result of two years' investigation, is also likely to reemerge in the new year with either its majority or minority recommendations implemented by the Scottish Secretary.

Since the council itself was unable to produce a unanimous report, there was no hope of it unifying the opposing factions in Scotland's fragmented tertiary sector.

The majority report recommended, in effect, a split between advanced and nonadvanced further education, with advanced being run centrally, while nonadvanced would be under regional control. The minority report felt all institutions should be run by the regions. The one thing the committee agreed on was that the tertiary sector should be centrally funded.

But this proved the stumbling block for the Scottish trate union congress which claimed central funding was undemocratic.

Meanwhile, the minority report has been rejected by the central institutions, broadly the model for the majority proposals, and those further education colleges recommended for "upgrading".

The majority report has been rejected by the local authorities, and directors of education. Indeed, all the tertiary council has done is to make everyone's original views more entrenched.

Those backing the centralist argument would do well to consider the fate of those centrally run institutions, the colleges of education. This year saw the eventual demise of Callendar Park and Hamilton, axed in 1981, and the only trace of their passing is an inquiry by the Comptroller and Auditor General into the sale of Hamilton's buildings, said to have been sold by the Scottish Office to the lowest bidders.

And for anyone who missed *The THES* on December 3, a happy new year is guaranteed for 16 Macaque monkeys which Stirling University was unable to keep because of the cuts. A public appeal of £10,800 will give them a permanent home in Edinburgh Zoo.

Olga Wojtas

Tebbit plan greeted with scorn

youth

The fury and contempt that greeted the Secretary of State for Employment's announcement of a compulsory Youth Training Scheme at the end of 1981 boiled over into 1982 and dominated a major part of the year.

Indeed, such was the opposition to Mr Norman Tebbit's £1bn YTS scheme that the Manpower Services Commission decided to set up a task group to consider alternatives.

Mr Tebbit's scheme was generally regarded as abhorrent because it would force youngsters to join through the threat of losing their supplementary benefits. In addition it offered a much lower level allowance than granted to trainees under the Youth Opportunities Programme.

The MSC itself had recommended a much wider voluntary scheme under which not only unemployed youngsters but all 16-year-olds and some 17-year-olds would be offered a minimum of one year education, training and work experience.

Its task group comprising members from the CBI, the TUC and the education service made short shrift of their work. Within two months, and after some hiccups cased by dissension amongst CBI and TUC members, it recommended an alternative.

This not surprisingly was for a voluntary scheme, once more encompassing all 16-year-olds and some 17-year-olds. It had the added advantage of a trainee allowance in line with YOP's and came almost exactly within the £1bn allocated by the Government.

Tension remained nevertheless even after the group's proposals had been sent to the Secretary of State for Employment. This was fuelled by rumours that Mr Tebbit had no intention of introducing a voluntary scheme.

However, in June he relented and accepted the alternative much to everyone's surprise, possibly under the influence of Mr David Young, by then the new chairman of the MSC.

A House of Lords Select Committee on Employment report had come out strongly in favour of the MSC's earlier proposals. Further more it had recommended that an additional £500m be allocated by the Government to allow a greater number of youngsters to join the scheme.

Mr Tebbit, however, managed to introduce a significant barb in his public announcement of YTS which is due to start in September 1983 and take initially some 380,000 16-year-olds. He stressed that he intended to review the scheme after one year and that youngsters who refused to join the scheme after being unemployed for six weeks would lose their supplementary benefits.

Initially both local education authorities and further education colleges gave a cautious welcome to the YTS scheme in anticipation of some 80,000 extra students and additional funding from the MSC.

But very soon i.e.as were to become concerned at the lack of influence they might have on the scheme and at the lack of information on the level of funding which would be provided by the commission.

To allay some of these fears, the MSC produced a paper which outlined a plan under which local education authorities could actually make a profit out of running the YTS. It claimed authorities could achieve savings of £50,000 actihg either as single employers or managing agents.

In addition the Association of Colleges in Further and Higher Education issued a statement saying that it was not convinced that the education service could make an effective input into YTS, unless the advisory body being set up to oversee the scheme had control over the curriculum and content of schemes.

While the Further Education Unit expressed doubts as to whether colleges had sufficient resources or suitably trained staff to cope with the massive demand that YTS implied. This even though a survey conducted jointly by Natfhe and the MSC showed that colleges were already preparing seriously to meet the demands of YTS.

Later in the year, ACFHE in a *volte face* was to suddenly encourage colleges to work and participate in the scheme rather than seek first to obtain a better financial deal.

The association stressed that refusal to participate would only rebound on colleges as they would neither be able to contribute or influence the educational content of the schemes.

During the same period the National Association of Teachers in Further and Higher Education began to agitate about gaining representation on the new area manpower boards and youth board being set up by the MSC. It argued that lack of representation would undermine cooperation between the MSC and the education service.

Natfhe was eventually to gain representation not on the youth board, but a subsidiary committee looking at professional standards.

Early in December, Mr Alaistair Robertson, the commission's principal training adviser announced that the MSC would introduce national standards consisting of five core areas for the YTS.

Not only had these standards not been developed in concert with the further education service but Mr Robertson pointed out that colleges would have to adapt to YTS trainees beginning at different levels.

By then education authorities and colleges might have been half anticipating such a move. For in November a Coombe Lodge report had stated that the majority of youngsters on YOP were ignoring their entitlement to attend college, and among those who did, there was an enormously high drop out rate.

The report blamed both colleges and the l.e.as for poor coordination and said staff and courses should be more specifically trained and planned for the YOP. Admittedly it added that some of the blame must be shared by the MSC and employers.

The training of further education staff has in fact been the subject of proposals by the Advisory Committee for the Supply and Education of Teachers which wanted new initial training courses to help staff in further education cope with expanded programmes for the jobless.

A further shock awaited local education authorities and further education colleges. Suddenly in November the Prime Minister announced a pilot scheme of technical vocational education for 14–18-year-olds to start next September. The scheme was to be run and funded by the MSC and appeared to have been prepared in the utmost secrecy with the DES only getting involved in the final stage.

The lack of consultation has now been remedied with local authorities being asked for their views, and some have already bid for a role in running some of the 10 projects.

Patricia Santinelli

overseas review '82

Universities claim victory of a kind

north america

For higher education in the United States 1982 was a little like the Battle of Britain: the universities fared better than they dared expect but knew that at the end of the battle they still faced the prospect of a long and bitter war ahead. At the beginning of the year, however, it seemed as though Pearl Harbour might be a more apt analogy.

In February President Reagan unleashed a series of budget proposals for 1983 which would, the American Council of Education said, destroy the Federal Government's long standing commitment to the notion that nobody should be prevented for financial reasons from going to university or college.

At the centre of the President's plans for higher education was a proposal to cut grants and loans to students by more than 40 per cent from $3,300 to $1,800. Guaranteed student loans and Pell grants for needy students – the main source of financial assistance for millions of students – would be sharply reduced. A number of smaller grants and loans programmes would disappear.

The reaction of the universities was swift. Through the act – a grand alliance of national higher education associations – they abandoned attempts to do business with the White House and threw all their energies into a campaign to persuade Congress to block the President's budget.

By year's end they could claim victory of a kind. Congress rejected the President's budget and pegged student aid spending in 1983 to 1982 levels. Even the President's long-standing pledge to abolish the Federal Department of Education remained stuck in civil service opposition and seemed months away from being considered by a Congress which was most unlikely to give its assent.

But it was not a final victory. At the end of the year the White House was preparing to confront Congress with similar budget proposals for 1984. And the higher education lobbyists were not at all certain they could beat off a second onslaught.

There were several reasons for pessimism. First, although Congressmen proved susceptible to higher education's arguments in 1982 (an election year), the economic deterioration and a soaring deficit promised to make next year's case for spending cuts more compelling.

Second, the 1982 victory could not be taken as conclusive evidence of the high priority attached by Congress to student aid the president's proposals were defeated as part of a bigger defeat embracing his entire public spending strategy. Just how much support there was specifically for student aid was never tested outside the special-interest White House and Senate.

Finally, there were signs during 1982 that the grand alliance of education associations might be unable to prevent dangerous internal splits from emerging in another budget contest. Private sector colleges and universities, where high tuition fees are beginning to lead to serious falls in enrolment, have begun to question the degrees to which their public sector competitors receive government subsidies.

The struggle over financial aid dominated the year for higher education but was by no means the only area in which the interests of the universities came into conflict with the Federal Government. For the leading research campuses, 1982 was a particularly bad year as Congress enacted legislation with potentially damaging consequence for universities.

Among the most serious was the inability of the research universities to block an act which will make government departments reserve a significant slice of their research budgets for projects by small businesses. The Association of American Universities complained that the measure would lead to a wasteful diversion of scarce research funds.

The universities also appeared to be heading for defeat in a campaign to prevent Congress from passing a new immigration Bill which would compel foreign students in the United States to return home for two years after graduation before seeking employment in America. Opponents expect the measure to exacerbate already severe shortages of scientists and engineers willing to take academic jobs.

It 1982 was the Battle of Britain year in the US, it was still the phoney war in Canada. The universities had all year braced themselves for the fallout from a massive confrontation between the Federal Government in Ottawa and the provincial governments which are constitutionally responsible for higher education.

In several blunt meetings with the provincial education ministers, secretary of state Gerald Regan said Ottawa was no longer prepared to stump up the huge transfer payments it made to the provinces to finance post-secondary education without getting some increased influence over the universities in return.

The provinces adamantly refused to entertain and extension of Federal powers in education, but just before the two levels of government were expected to collide, a cabinet reshuffle removed Mr Regan from his education responsibilities.

At a meeting in October with the provincial ministers, Mr Serge Joyal, the new secretary of state, took a softer line. He promised that nothing the Federal Government proposed would entail unilateral reforms of university funding. By the end of the year, negotiations between the two levels of government had not yet begun.

Peter David

Battle for right to decide

france

All in all, the year 1982 has been extraordinarily quiet in French higher education. The important issues have yet to be dealt with. Prime among them will be the discussion in the spring of the new higher education guideline law to replace the one passed in September 1968.

Certain grievances have, of course, been met. Assistants have been given some measure of security of tenure thus putting an end to the major running sore in French higher education for the past decade.

Negotiations about the future structure of french academia, conditions of services and hours to be taught are still being pursued with varying degrees of ill-humour on both sides.

The major battle this year has been less inside higher education than about higher education. Who is to be the real if not the effective decider of policy in this area? The duel between M. Jean Pierre Chevenement, minister for industry and research and M. Alain Savary, minister of education, has enlivened the uneasy calm.

To date, most of the running has been made by the former. The most spectacular of M. Chevenement's coups was the States General for science policy, attended by 3,000 academics and the president of the republic, Francois Mitterrand, in January.

But there are signs that M. Savary's empire is striking back although it will be an uphill task.

In April this year, M. Chevenement commissioned a report on the state of educational research. It is due very soon. This is seen as a direct threat to the beleaguered forces in the ministry of education. What makes the latter's position even less tenable has been the transfer of the key research institute – the Centre National de la Recherche Scientifique – to industry and research instead of education.

No less significant in the climate in which higher education has developed this year has been the Godelier report. Published in October, and inspired by the ambitions M. Chevenement, it proposed marked increases in resources for the social sciences and even the foundation of new national research institutes in this area. At last, social science in France has come in from the deep cold of a long Giscardian winter.

Rather less decisive is the question of decentralizing higher education. This has been a major plank in the socialist party's reform proposals. But though the government is firmly committed to expanding the numbers in higher education by bringing in older age groups and those with work experience, it is doubtful whether the issue of decentralization will be pursued with the same ardour as earlier.

Guy Neave

New chapter in racial cooperation

south africa

While 1981 was a year of drama at South Africa's 16 universities, 1982 was one of behind-the-scenes activity. Policy debates and planning within the government and on campus took the place of the highly publicized confrontations of the preceding year.

For the authorities, it was a year in which higher education policy was under review, as the Afrikaner nationalist government mulled over its response to the reform proposals presented in last year's De Lange committee report. Although a white paper on the report is not expected until early next year, indications have emerged that the government has moved beyond its initial timid re-affirmation of rigid racial segregation.

Well-placed sources suggest that government intends doing away with widely-criticized requirement that black students must obtain special permits to study at predominantly white institutions (and vice versa). However, it is not expected to go as far as De Lange suggested, and immediately allow universities to admit students of any race if they wish.

Instead, the expectation is that the government will set racial quotas for the different races, beginning with figures slightly above the 10 per cent black enrolment now present at the five English-medium white universities, and gradually increasing them. In the meantime, the authorities are pushing ahead with the opening in 1983 of Vista University, a segregated system of township colleges expected to accommodate 20,000 students within a decade.

It also appears likely that government will ultimately accept the De Lange recommendation that all higher education fall under one ministry, at least for policy decisions, although a question mark remains over whether the administration of the system will remain the province of three racially differentiated departments.

For South African students, it was a year of recovery and consolidation after the spectacular anti-apartheid protests of 1981 and the fierce state repression with which that year closed. All of the students and academics then detained without trial were released with no charges preferred. Some horrific tales of torture were told at the inquest into the death of detainee Dr Neil Aggett. However, others were held during the year, including two women students at the black University of the North whose detention sparked off a week-long class boycott.

Nevertheless, it was a relatively quiet year for student protest. There were no major protests on the white campuses, and only four at the black (at Fort Hare, the medical university of Southern Africa, and two at the north). Of the latter, one, at Fort Hare, resulted in the mass expulsions which often marked the reaction to student protests in earlier years, reflecting the growing tactical sophistication of both students and administrations.

At the four white Afrikaans-medium universities, polarization grew, as a large block of students veered towards far-right apartheid hardliners, while a smaller one moved to the left. Following the split-off of the conservative party from the ruling party, the Afrikaans Student Bond fell under conservative control, while the liberal student group POLSTU continued its slow but steady growth.

And for the first time, black student groups offered the hand of friendship to both Afrikaans and English-speaking whites, following the development of informal ties in the 1980-81 period. The invitation from the Azanian students' organization, the national black student union, to white students to participate in the drawing up of an education charter during 1983 marked the beginning of a new chapter in which co-operation replaced the racial exclusivity of the "black consciousness" era of the 1970s.

Craig Charney

New direction after change of government

germany

The change of government in West Germany in October had significant consequences for university education. The new education minister, Frau Dorothee Wilms, said the German university system needed to be reorientated to promote a practical, scientific and intellectual elite.

She announced that the government would make more money available for postgraduate studies. From 1984 it was intended to spend some DM50m (about £12m) a year in this sector, the cost to be shared equally between the federal government and the Länder.

Spending on university building and research was also to be increased, and the Government said it would try to avoid an extension of the *numerus clausus*, which limits enrolment in certain subjects.

The Government plans to increase the number of places for vocational training. Frau Wilms said it was not only university education which opened up the prospects of a good career and a pleasant life. Vocational training could be equally valuable.

A proposal to make students' grants fully repayable aroused much controversy. Under the scheme, a graduate who had received the full maintenance grant would start his career owing the state some DM40,000 (about £10,000). On December 4 about 70,000 students demonstrated in Bonn against the Government's plans.

The Government claimed that in the past 15 years the cost of student aid had gone up by almost 500 per cent as the number of students had risen from 384,000 in 1965 to more than a million in 1980. Education was said to account for 15 per cent of all state spending.

Hopes that overcrowding at universities would gradually be solved by a reduction in the length of courses were not fulfilled. On the contrary, the average period of study was almost six years, whereas the educational planners had forecast it would fall to between four and five years in the early 1980s.

The economic recession which brought an increase in the cost of living was largely to blame. Many students were forced to take part-time jobs to make ends meet and had consequently less time for their studies.

James Hutchinson

Martial law reverses liberal trend

poland

The year since the imposition of martial law in Poland has reversed nearly all the gains of the preceding 16 months of "liberalization". 1982 opened with the universities closed and within a few days the Independent Students' Association (NZS) was banned.

In February, when the universities were allowed to reopen, rectors were expected to exert draconian powers of discipline over staff and students. Duplicating and photocopying equipment was kept under lock and key and staff and students alike were expected to be off campus as soon as classes were over. "Verification" – the political scrutiny of university staff – was introduced. In almost every case the university administrations either refused point blank to carry it out or else carried out various acts of passive resistance such as damaging or losing the requisite forms. Compulsory courses in Russian and Marxism were reintroduced into the syllabus.

When the long-promised new Higher Education Act became law on May 4, it contained virtually all those provisions for tightening government control of the universities in spite of the threat of a nationwide strike of academics the previous September.

Although the new Act promises "self-government" to the universities many of the "liberal" rectors, elected under the new democratic processes of 1980/81, have been replaced by government appointees, like Dr Henryk Samsonowicz of Warsaw University. Protest meetings, marches and the like were outlawed and on August 30 a special council of state resolution made it mandatory for universities to expel any student convicted of breaking the martial law regulations.

At the same time the academic community has been offered a few sweeteners, including pay rises for lecturers and a system of maintenance grants for students. The latter, an innovation in Poland, is less important than it might seem at first, since tuition is free and a high proportion of urban students live at home and go to their local universities.

To overcome the political disaffection of the universities the Communist Party has repeatedly called for "intensive activity" to raise its prestige among academics. The students have been granted a new union to replace the banned NZS called the Association of Polish Students (ZSP).

The hiatus left by the dissolution of the independent NZS has considerably worried the underground Solidarity leadership, particularly the wing which advocated the creation of an "underground society", based on self-help and self-education. A "National Education Council was created last July, backed by but independent from underground Solidarity, which urged teachers and lecturers to try to insist on the independence promised them by law. It stressed the need of proper guidance for young people in the present crisis, in case their frustrations led them into meaningless acts of terrorism. Clandestine study circles and libraries, and a possible reactivation of the "Flying University" of 1978/80 are among the Solidarity-backed plans put forward during the summer, and which may already have been quietly implemented.

Perhaps the most serious casualty of the emergency has been international academic exchange and contacts. The arrest of Dr Ryszard Herezynski, the Warsaw mathematician, for allegedly conveying subversive materials to US diplomats caused a major breach in Polish-American relations, and the fate of next year's International Mathematical Congress, scheduled for Warsaw, hung in the balance for many months.

BOOKS

wider ingle

Co-operation in Divided ies: a series of papers relevant conflict in Northern Ireland
dy Desmond Rea
Macmillan, £25.00
0 7171 1162 8

Another book on Northern Ire- Not, at any rate, just another The number of publications on later crisis since 1968 rivals- ps, only the quantity of books Munich crisis of 1938; but two ations must be made about the lation of works on Northern d. Quality has not always kept with quantity; and more ntrated concentration on the six cts has distorted the perspective ish Irish political developments ed appropriately seen. British, en Irish and Southern Irish cannot be understood if they t on separate, exclusive com- rts.

mond Rea's symposium on al cooperation in divided es breaks from this misleading been dangerous way of looking land. The papers, described as to the conflict in Northern d', are divided into four sec- a background analysis; the al and economic options of the porary crisis; models of pol- cooperation in other societies; concluding essay on the state ions between the Republic of d and the United Kingdom ments today. They cover a ehensive spectrum of social, national and political issues es from federal systems to the egrity of Parliament, and from ssist to the Scandinavian experi-

As a collection, on the other it might be open to objections of ferent kind: that it is too diffuse, does not address itself to the al problems of the Belfast-Dub- London triangle. But the advan- of the wider perspective, on hole, outweigh the drawbacks. ance, for example, that the Scan- ian experience does not exactly ind that of the British Isles; dinavian cooperation has been ly inspired by the fear of her ipower neighbours, whereas the ed Kingdom in the nineteenth first half of the twentieth century the heart of a strong, worldwide e. And although it might be ded that nothing would have ed the nations of these islands e than, say, a German invasion the Second World War, it would been an extravagantly high e to pay even for harmony in ntagelen.

Nevertheless, Scandinavia offers example of smaller states sub- ct to the rule of more powerful hbours; and the attempt by ngdoms to found a distinct ional literature is similar to that the Irish in the age of their liter- y revival. Again, the Belgian ex- ence of the bad by one culture to ose itself on another within the ries of a single country provokes arisons on the Protestant/Catholic ide over who should pre- minate in the state – or states – of and. This volume makes a strong e for suggesting that the Anglo- Irish predicament is not unique, and the exploration of communal flict, of the development of ible states", of the effect of the ingling of two cultures does e that Irish and British his- es are too ready to regard the r question as parochial.

But do comparisons go beyond the ly valuable) role of suggesting ays of looking at an old prob- ? If can we, as the editor hopes, n from others appropriate ways governing alienated communities protecting minority rights? Does ing of practical value emerge m this volume, as its sponsors, the nacists and Glencree Communi- believe? So often in the past ten such projects, worthy in them- s, have had about them an an unreality, as the bombing, shoot- ing, hunger striking and political polarization gather pace.

The authors of these papers have at least not set their sights too high; and the organization of the book reflects their realism. The first five papers examine the background to the problem, and the current policies that have been put forward by various parties. John Hunter provides a brief historical survey and considers some recent hypotheses on the nature of the Northern Ireland problem, political, religious, economic and psychological; and although his conclusions are necessarily tentative, they do at least warn the reader that any attempt to devise ameliorative measures is likely to be hedged about with difficulties. These difficulties are explored by Norman Gibson, Paul Arthur and John Bristow. Gibson examines the reasons why the economic and political union of Great Britain and Ireland in the nineteenth century failed, and illustrates the paradox of the relationship: that the destiny of the people of these islands is inexorably linked together, and yet up to now that destiny has been conceived of in almost political terms. Arthur looks at one of these absolutisms – an independent Northern Ireland – and concludes that a new state built upon old fears and rivalries, quite apart from any economic obstacles, is unlikely to provide a way out of the current deadlock. John Bristow take the plunge into the all-Ireland dimension, but sees problems in reconciling Southern Irish aspirations for Irish unity with a perfectly understable reluctance to foot the bill.

Is constitutional engineering therefore ruled out by these realistic assessments? Certainly the force of their arguments induces caution in approaching the half dozen essays on models of political cooperation. Arend Lijphart, Maurice Vile and Emil Kirchner write from a more general, political science viewpoint, offering comments on political systems devised by other countries to resolve or at least contain their political, cultural and economic differences. Vile is careful to put the horse before the cart, arguing that attempts at federation or confederation must await the restoration of genuine political debate, an initial measure of devolution and a set of constitutional guarantees, "perhaps enforceable" by the British government. The problem here is that the British political tradition does not encompass readily the kind of resourceful constitutional thinking necessary for such an approach; a point made forcefully by Bernard Crick, whose demolition job on the sovereignty of Parliament theory, which has inhibited British political practice, at least sets things moving in the right direction.

Lijphart and Kirchner provide models of new ways of thinking about relations between and within states. Lijphart discusses consociational democracy, including the concept of power-sharing and minority veto; and he is prepared to grasp the nettle and advise that a consociational solution should be attempted even when the conditions for it do not appear to be promising. But the political pressures for compromise are at the moment far outweighed by those which make for deadlock. Kirchner's essay on European integration, after all, reveals that any progress towards that goal is less the consequence of "federalist, transactionalist, and neo-functionalist models" than of the pursuit of enlightened self-interest on the part of the member nations. The same applies to pothies within states. As Frognier puts it in his essay on conflict management in some Western European systems, autonomy and cooperation are dependent on the balance of power; but in Belgium, (as in Northern Ireland) everyone sometimes feels that he is in a minority "therefore they are all frustrated and aggressive".

Does this volume therefore in its substance contradict the original aim of its sponsors – to enable the people of these islands to learn from the experience of others and devise new ways of resolving their own conflicts? Certainly no blueprints emerge, and, to be fair, none of the authors claims that they do. On the contrary, again and again the contributors emphasize that "conditions do not appear to be promising", and that "talk of immediate solution is fatuous". This is to their credit; the heady days of the early seventies, with their plethora of "solutions", have been replaced by a more realistic, if more sombre, mood.

Three of the essays suggest a limited way forward, limited but within the arena of practical politics. John Oliver, who contributes an essay on the evolution of constitutional policy, was a senior civil servant whose memoir of his Stormont days has been severely criticized (by a fellow civil servant). He makes a case for a revisionist interpretation of the legislative record of the Unionist government before its fall, and he comes perilously near to suggesting that, given time, Northern Ireland would have had the most contented Catholics in Europe – a profound misunderstanding of minority feelings.

Yet Oliver has worked with politicians, including that most pragmatic of the breed, the late Brian Faulkner, whose career witnessed a brief example of "consociationalism" in Northern Irish politics. And when he concludes that what Great Britain, Northern Ireland, and the Republic need is a "deal before a document", he strikes an affinity with Bengt Sundelius, whose study of Nordic cooperation reveals that, even in the more favourable climate of Scandinavia, with external pressures driving the smaller countries of that area to work together for fear of their more powerful neighbours, incremental and low-key steps towards cooperation have been far more successful than major, conspicuous projects. Patrick Keatinge, in his excellent essay, "An odd couple", traces the ups and downs of London-Dublin diplomacy since 1969 and argues that the game will be resolved "in the playing and not only in the definition of the rules". As Oliver remarks, a deal might in the end produce a document, or at least encourage the give and take that Keatinge perceives is the essence of political advance.

This conclusion might sound a meagre result from a book of some 350 pages. But the volume does indicate important preliminary stages, areas that must be cleared before any political progress in Northern Ireland and in Anglo-Irish relations is possible. Given the present glacial diplomatic atmosphere, and the sectarian emotions of Northern Ireland, such a conclusion is the best that can be hoped for, indeed, better than might have been expected.

D. G. Boyce

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Liberty and law

The Protection of Liberty
by I. N. Stevens and
D. C. M. Yardley
Blackwell, £15.00 and £5.95
ISBN 0 631 12943 8 and 13176 0

In the United States of America there is a voluminous literature on civil liberties, ranging from layman's guide to specialist monograph. The more sophisticated works not only expound the law on the subject but also – which is not necessarily a different activity – weave around the leading cases theories of free speech, due process and judicial review. The result, more often than not, is a most attractive blend of black-letter law and political theory.

In this country, on the other hand, the unwritten nature of the constitution has resulted in a marked absence of theorizing about the subject. Expositions of civil liberties as a subject in its own right are few in number, having only relatively recently burst the confines of the standard textbooks of constitutional law. For the student seeking a comprehensive view of the subject the recommended text has long been Professor Harry Street's *Freedom, the Individual and the Law*, first published in 1963 and now in its fifth edition. Recent years have seen the development of the subject at the level of the monograph devoted to topics such as police powers, contempt of court and privacy.

The Protection of Liberty, written by two members of staff at University College, Buckingham, is a return to the comprehensive view of the subject. The table of contents reflects a traditional approach, with individual chapters being devoted to personal liberty, public order, discrimination and minorities, freedom of expression, freedom of information and the protection of privacy, and the European Convention on Human Rights and the general Bill of Rights debate. Consistently with the orthodox approach the work omits all discussion of freedom of property (a surprising gap to the Americans) but breaks with tradition in covering the emerging subject of prisoners' rights.

The authors state in the preface that their book is aimed at a wide readership. No previous knowledge of the law is assumed. However, of the there are too many hallmarks of the law school for the comfort of the general reader. Sections of statutes are quoted verbatim, when their gist could have been summarized in plain language. Learned articles and treatises are quoted in the text. Terms such as *ratio decidendi* and *nolle prosequi* are used without explanation. The account of the introduction of EEC legislation into the United Kingdom is disproportionately long in relation to the impact of the Treaty of Rome on the concerns of the book. And what would a layman, innocent of Hohfeld's analysis of fundamental legal concepts, make of the attempt in the introduction to distinguish between a "liberty" and a "right"? Is he not likely to be even more puzzled than the law student by the cryptic comment that "rights and duties admit of legal enforcement, whereas liberty does not"?

The strength of the book lies in its coverage of recent developments. Among these may be mentioned the riots in Brixton and elsewhere, the *Romans in Britain* trial, and the problems associated with jury-vetting. Surprisingly, however, there is no mention of the Williams Report on Obscenity and Film Censorship. Indeed, the treatment of incidents and reform proposals assumes an important dimension in a country such as this, which is not given to litigation (especially not in civil liberties matters). Events which in the United States might reach the Supreme Court in this country tend to go no further than the magistrates' court or the local newspaper.

From the point of view of the law student, accounts of many topics are simply too brief. One must sympathize with the authors, restricted as they are to a text of 183 pages. But at some points brevity has resulted in misleading statements. That "D" Notices are not exclusively concerned with protecting security was amply demonstrated by a recent parliamentary investigation into the subject. Does article 8 of the European Convention really afford a general right to privacy? And in the final chapter there is a (now all too predictable) endorsement of the European Convention as the text of a Bill of Rights for this country.

The Protection of Liberty was not intended to be a work of scholarship, and it would be unfair to judge it as such. In providing a comprehensive and readable account of the subject it can be deemed a modest success. Further editions will be needed if it is to maintain its position.

Joseph Jaconelli

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Rule of the game

Diplomacy: the dialogue between states
by Adam Watson
Eyre Methuen, £9.50
ISBN 0 413 48190 5

During the past ten or fifteen years, the degree of confusion and uncertainty surrounding international affairs has heightened. It is not simply that particular issues among states have become more complex or intractable. It is that neither the configuration and dynamics of the international system nor the "rules of the game" for those within it seem capable of being defined in other than a fragmented and ephemeral way.

Where, now, is the simple, bipolar system which scholars in the mid-1960s saw as "locking up the world" for the foreseeable future? What is to replace the international economic order that was designed at Bretton Woods and disintegrated as the dollar proved as vulnerable as the pound sterling before it? What has become of the apparent might of OPEC, and how can the new perspectives and priorities urged by the Brandt Commission be reconciled with renewed impulsions towards economic nationalism? And so forth.

Such confusion is not new, of course. It was widespread during the interwar years – another period in which the structure of the international system was shifting rapidly, and in which old certainties about, for example, the causes of war and the ways in which one could protect the national interest had been shaken by the horrors of 1914–18. Then, as now, one cry to be heard was for the introduction of more "peace studies". And then, as now, the question was asked: in what ways could diplomacy help states meet the challenges of the times? Was the very system of international exchanges in need of drastic revision?

Adam Watson had a distinguished career in Britain's own Diplomatic Service, but the reflections he offers in this volume go much wider and deeper than a defence of that service against, say, the ill-conceived proposals formulated by the Labour Government's "think tank" in 1977. His intention, rather, is to survey "the nature and potential of diplomacy, now and in the past". And although his is very much a book that requires supplementing by works of a more detailed nature, he has succeeded in producing a wide-ranging and stimulating study that can be recommended to anyone wishing to obtain a better understanding of international relations.

Like Professor Hedley Bull in his *The Anarchical Society*, and unlike those who take as their framework the notion of "transnational politics", the author believes that the existence of, say, powerful multi-national corporations has not changed the need to focus on states above all as the essential units in the system. Indeed, he rightly points out that even small states have shown a capacity to resist the pressures of those multinational enterprises, whose "political heyday", he argues, is probably over.)

On this basis, and with helpful glances at earlier diplomatic contexts, he examines a wide variety of problems facing those who today seek to sustain and develop "the dialogue between states"; the multicultural nature of the international system, for example, and rapid shifts in what some at least within it regard as right, just and legitimate; the role of ideologies, and the competing claims of principle and pragmatism over the shaping of policy; the blurred and disputed line that marks off matters belonging solely within the domestic concern and jurisdiction of a single state; the simultaneous growth of both internal state control and international interdependence; the local demands of an electorate as set against considerations pertaining to the health of the system as a whole.

Yet despite the formidable nature of such problems Mr Watson is at bottom optimistic regarding the possibility of sustained and (on balance) constructive international exchanges. The society may in one sense be anarchical, but he is struck by the fact that its members "do, in most of their dealings with one another, conform to the rules and operate the institutions which they have evolved through their diplomatic dialogue." There are a good many who, amid the present confusion and perils, would place their emphases elsewhere. All the more reason, therefore, for hoping that students of international affairs will give Mr Watson a careful hearing.

Christopher Thorne

Christopher Thorne is professor of international relations at the University of Sussex.

BOOKS

Divine order

The Christian Polity of John Calvin
by Harro Höpfl
Cambridge University Press, £27.50
ISBN 0 521 24417 X

When Calvin modified a medieval motto to adopt *post tenebras lux* as a slogan to symbolize the coming of Reformation to the city of Geneva, there were those who preferred darkness to his kind of light. Essentially a prophet of Christian good order, the Reformer on his return from an exile imposed on him by the Seigneurs in 1538, devoted himself from 1541 to the endless task of transforming a northern Naples into *civitas Dei*. Well grounded in both humanist New Divinity and civil law, Calvin was ideally equipped for a difficult task, just as, bounded by its lake and walls, a city of around 13,000 souls provided the Reformer and his colleagues in the pastorate with an ideal stage where every act in an intense and unfolding drama could be sure of the spotlight.

Whereas Luther's Reformation was seriously weakened by the forces of anarchy when the German peasants thought they saw the light in 1524-25, John Calvin would allow of no such error; he early qualified the freedom of Christian men with reference both to the divine origin of governmental power (Romans xiii), and emphasized that "all be done decently and in order" (I Corinthians xiv). If the first edition of his celebrated *Institution* (1536) thus afforded the reader a tentative outline of his understanding, successive revisions of that magnum opus (particularly when interpreted in parallel with the *Ordonnances ecclesiastiques*) tightened the screw.

Calvin's focus on "*une eglise . . . bien ordonée et reiglée*" was a goal that could not fully be attained without the re-establishment of a clerical order vested with disciplinary powers that included excommunication as the ultimate sanction. The *telos* of any true Church must be the glory of God, to honour Whom was to preserve purity of dogma and good order. If for Calvin this embraced frequent communion, psalm singing, instruction of the young and laying down new rules for matrimony, godly discipline was also crucial, its punitive powers investing the pastorate with an objectionable image and the status of old-style priesthood.

In theory, all good Genevans recognized God to be a God of good order, and sought to obey His will preached as the divine Word. Yet in practice, Magisterial acceptance chose to qualify such resurgent clericalism, just as, in turn, Calvin's comments on various crises provided a running commentary on the advances and setbacks of Reformation. Most Genevans set appropriate store by *mores* for the well-being of the state. They even accepted a censorship of morals. What they could not tolerate was censorship of clergy! And Calvin was of course obsessed with the place of discipline in the divine economy, so that the Consistory could even revere public control by *verbum Dei* to rebuke the private grief of the simple woman whose failure to grasp the "new religion" led her to offer traditional petitions at her husband's graveside.

Dr Harro Höpfl's *Christian Polity of John Calvin* sets out to "uncover the relationship between Calvin's practical experience as a political actor and his political theology", and has achieved much in these pages by a most determined bid to understand the deep theological issues at stake. Although he makes but a modest claim to interest in Calvin's theology because of its bearing on the Reformer's political thought, Dr Höpfl in fact provides one of the best accounts in English of Calvin's developing doctrine, as too of the status and constitution of the *civitas* that was sixteenth-century Geneva. Both themes advance the frontiers of *Calvinstudien* to make his book an indispensable accession wherever Reformation studies rank.

Höpfl's Calvin is no longer "the theologian of the wet blanket, the apotheosis of the kill-joy"; such views are recognized to be "only marginally more just than that of Calvin the blood-thirsty". A balanced, dedicated Reformer thus holds the stage, a man who, albeit "abstemious to a degree which would do credit to a Cistercian", sought in all things "*moderatio*, self-control and measure".

Peter Newman Brooks

Peter Newman Brooks is fellow of Robinson College, Cambridge.

Civil War confusion

Reactions to the English Civil War 1642–1649
edited by John Morrill
Macmillan, £14.00 and £5.95
ISBN 0 333 27565 9 and 27566 7

Taken together the eight essays which comprise this book go some way towards explaining why it was that a decade which opened with displays of conservative constitutionalism and which regarded Civil War as no more than an armed negotiation ultimately led on to the abolition of monarchy, the House of Lords and the Anglican Church.

John Morrill provides an admirable introduction and also contributes one of the most interesting essays in the collection. This is on the religious history of the period and using, for example, an extensive sample of churchwardens' accounts the author shows that "the godly reformation enacted in the 1640s was an abject failure". Parliamentary ordinances relating to the new *Directory of Public Worship* and to the celebration of the old Christian festivals were ignored or resisted. The Presbyterian reorganization of the country never got off the ground. Traditional religious forms retained their popularity at all levels of society. As many as two thirds of all parishes may have had the same clergy in 1649 as they had had in 1642. Like pre-Civil War Puritanism, the determined survival of Anglicanism in the 1640s could not be suppressed – a fact which helps us make sense of the Restoration religious settlement.

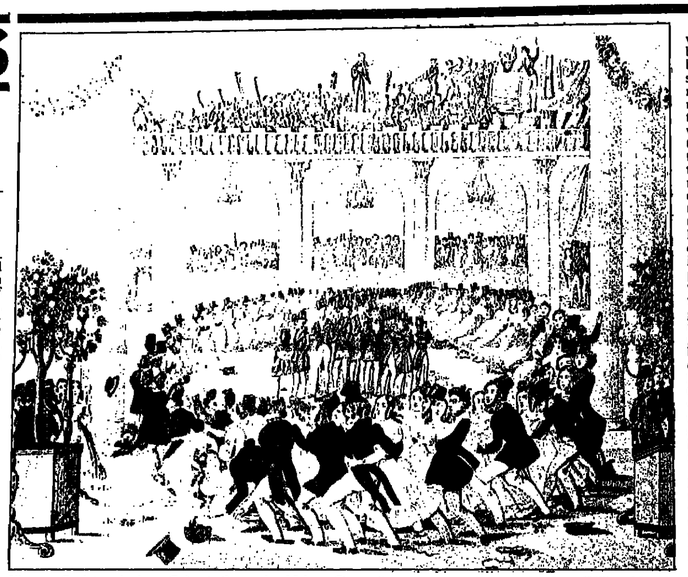
Other chapters deal with the coming of hostilities, with the specifically urban dimension of the Civil War (a surprisingly neglected subject this), and with the experience of wartime conditions by the mass of the civilian population. What they demonstrate unmistakably is the uncertainties, the sheer confusion and variety of reactions to a Civil War which, as a generation of local historians have taught us, was far from uniform in its impact. Anthony Fletcher's chapter shows us how in the first place the war came differently to different counties. Ronald Hutton's essay tells how the Royalist war effort fared variously in different local contexts while Roger Howell concludes that though there are some underlying trends, the political stance of the towns cannot be neatly categorized. Donald Pennington's chapter looks at the costs and disruptions of the war, at the loss of crops, timber and horses, and at the burdens of taxation, billeting and requisitioning. For many the Civil War brought normal life to an end, and yet for others it meant business as usual.

Elsewhere in the volume the ideologies of the period are brought into focus. Richard Tuck's chapter, for example, uses the career of the lawyer John Selden as a means of opening up the whole subject of parliamentarian constitutionalism in the 1640s. (Morrill's introduction usefully reminds us that uncompromising resistance theory was articulated only at the last moment when drastic action was dictated by events). Mark Kishlansky, on the other hand, summarizes and extends what he has already written elsewhere in his chapter on "Ideology and Politics in the Parliamentary Armies 1645–9". Rejecting any interpretation of radical politics based on social determinism, Kishlansky reminds us that the politicization of the soldiery began over issues specific to their service and that the events of 1647 taught the army to distinguish between Parliament as an institution and its members as individuals and led on to collective self assurance. Robert Ashton's chapter takes us in another ideological direction in its discussion of the growth of Parliamentarian "tyranny" in the late 1640s with its burdens of government, taxation and armies and with its own contravention of Magna Carta and the Petition of Right. In these conditions the King himself could pose as the defender of law and liberty and in a final, helpless, outburst at the end of his trial declare that if he could not find justice then his subjects could expect no better. "By December 1648", as the editor's introduction dramatically concludes, "there were two choices only: capitulation to or decapitation of the anointed King".

No collection of essays on an historical period can hope to achieve comprehensive coverage. In this book London, the Levellers, and religious radicalism, for example, get little mention. Essays originally commissioned for the volume on two important topics (parliamentary factionalism in the later 1640s and on the second Civil War) apparently did not materialize and had to be replaced by substitutes at a later stage. And despite a firm editorial hand there is unavoidably some overlap and repetition; the essays by Richard Tuck and Anthony Fletcher, for instance, cover some of the same ground, as do those by Donald Pennington and Robert Ashton. Three of the essays relate very closely to previous publications by the authors concerned. The book's title, too, is to some extent a misnomer since the essays are as much concerned with the *impact* of the Civil War as with reactions to it. Nevertheless this is a useful addition to the series of which it forms a part. It is up to date, directs us to research in progress, answers a great many questions and points to those which, tantalizingly, still elude us.

R. C. Richardson

Dr Richardson is head of history and archaeology at King Alfred's College, Winchester.



Viennese Society enjoying a Galop to the music of Johann Strauss the younger, a caricature taken from William Mann's well-illustrated history of music *James Galway's Music in Time* (Mitchell Beazley, £9.95). The book is published to accompany a television series to be broadcast in the spring.

Union tradition

A History of British Industrial Relations 1875–1914
edited by C. J. Wrigley
Harvester Press, £25.00
ISBN 0 7108 0316 8

Dr Wrigley and the Harvester Press are to be congratulated on this collection of studies by a strong team of specialists on British industrial relations in the years 1875–1914. During this period, which begins with full legal recognition of trade unions in the early 1870s, there were major developments: the rise of "New Unionism", the spread of trade unionism among hitherto mostly unorganized groups, the growing influence of socialism and syndicalism, and the trend towards large-scale, even national, strikes; but along with these militant tendencies there was also a strong development of conciliation and arbitration machinery, with the growth of employers' associations and increasing government intervention.

These and other developments are very well brought out by the contributors to this volume. The general background is set by Gregory Anderson's analysis of the changing labour market, with increasing industrial mechanization blurring the distinctions between skilled and unskilled, while the growth of the service trades was also altering the occupational structure. These changes tended to bring about "the rise of a mass labour movement", in the view of James Hinton, but he has to admit the survival of strong sectional interests, with the continued (though lessened) predominance of the old craft unions, despite "New Unionism". Another related feature of the period, recently emphasized by left-wing labour historians and here dealt with by Van Gore, was the alleged growth of "rank-and-file dissent" – the development of "grass roots" militancy in opposition to the bureaucratic control of national union officials, acting in "class collaboration" with employers. But Van Gore finds difficulty in squaring this view with the contradictory facts of union democracy, local bargaining, strikes, and improvements achieved in wages and working hours through collective bargaining.

Closely connected with the rise of New Unionism and increased militancy, according to James Cronin, was a changing pattern of strikes in this period, with great outbursts in the early 1870s, the late 1880s and the years 1910–14, related to long-term cyclical fluctuations. The strike wave of the early 1870s he sees as the first example of this phenomenon, marking the beginning of a new era, hitherto almost entirely overlooked, he alleges, by labour historians. But these recurrent cyclical upsurges in strike activity have long been familiar and had been preceded by similar outbursts over earlier years, even going back into the eighteenth century. At the same time, other labour historians have been quite right in emphasizing elements of continuity over the period 1870–1914, with the continued strength of traditional trade union organization, attitudes and policies.

The period was certainly not dominated by mass movements and strikes. Despite all the furore over New Unionism, socialism, and rank-and-file militancy, sectionalism remained strong and traditional collective bargaining procedures were more extensively developed, as Clegg, Fox and Thompson demonstrated in their study of the period. These developments are, indeed, emphasized in this book by W. R. Garside and H. F. Gospel in their chapter on the growth of employers' organizations and their changing industrial strategies, and by Chris Wrigley and Roger Davidson on the developing role of government in industrial relations, particularly after the Conciliation Act of 1896, through the Labour Department of the Board of Trade. Undoubtedly, the trend towards national bargaining between the two sides of industry did increase the danger of national strikes, but the creation of conciliation and arbitration machinery contributed substantially towards the settlement of disputes.

In this period, British trade unions developed their modern emphasis on "free collective bargaining", after having achieved full legal recognition. Indeed, as Kenneth Brown indicates in a review of their legal position, the Trade Disputes Act of 1906 went well beyond the legislation of the early 1870s in giving them a quite exceptional, even anomalous, legal immunity which has continued to cause problems up to the present day.

These surveys of the general aspects of industrial relations in this period are complemented by authoritative studies of developments in particular industries, by John Benson (coal), Joseph White (cotton), Phillip Bagwell (transport), and Jeffrey Porter (iron). The list of authors is in itself demonstrative of the quality of the contributions to this volume, which on the whole presents an excellent synthesis of recent work in this field, much of it by these authors themselves.

A. E. Musson

A. E. Musson is emeritus professor of economic history at the University of Manchester.

BOOKS

Absolutely infinite

...dity and the Mind: the science ...d philosophy of the infinite
...Rudy Rucker
...ester Press, £12.95
...0 7108 0461 X

...ester has chosen to publish *In... and the Mind* as a successor to ... remarkably popular *Gödel, ...her, Bach*. The new book comes ... recommended by Martin Gar... himself ("witty, brilliant and ...ehend"). It is written in an infor... style, and with an ingratiating ...ete, which almost disarms critic... Is it worthy of its predecessor? I ...k so. And I suspect that it will be ...ed and enjoyed by a large num... of people.

...However, the book does not offer ... first accessible analysis of ...del's incompleteness theorems". ...ther does not even manage to ... a correct account of formal ...ef. He commits a logical howler ... formulating universal generaliza... as an axiom schema rather than ... rule of inference. This has the ...dominate consequence that, in ...ker's logic, we are entitled to ...ude that *every* cop in the city of ...w York is completely bald and ... lollipops from the fact that ...e exists a New York cop with ...se characteristics.

...But it would not be fair to Rucker ...judge his entire book by this one ...blessly written part. Other sec... of the book are much better. ...t best, I believe, is the "Excur... on the transfinite cardinal num... (Excursion I). In the 45 pages ...Excursion I, Rucker manages to ...ss the concept of cardinality, the ...ntor-Bernstein theorem, Can...'s theory of the alephs, the con...uum problem, and, in the last 12 ...es, the modern theory of large ...dinal numbers. Yet the discussion ...es not seem at all rushed, since ...ucker has laid down a good set-...retical foundation in chapter ... There are many useful diagrams ...d illustrations to help the reader ...ng, and the whole exposition is ...ed out with great clarity and ...ntestable wit. Taking Excursion I ...njunction with chapter two, we ...e a popular presentation of mod... set theory which it would be ...d to improve on.

...The last section of Excursion I ...ls with modern large cardinal ...ory. Rucker has himself done im...tant technical work in this field, ...d he succeeds brilliantly in con...ing to the reader his own fascina... with this strange and beautiful ...ory of inconceivably large transfi... numbers. The reader who per...ists through these dozen pages will ...e rewarded with an insight into one ...f the most profound and difficult ...aches of modern mathematics, a ...anch which gives rise to deep phi...sophical problems in the founda...ons of mathematics. It should be ...ointed out, however, that Rucker's ...w of this theory is not the ortho...ox one. Most of the technical work ...as been done on large cardinals ...d has been inspired by the belief, or ...e hope, that they could be proved ...ot to exist. And it is fair to say that ...ost set theorists view them with ...considerable suspicion. Rucker's ...reatment that the existence of these ...ge cardinals can be made plausible ...y appealing to a generalized "reflec... principle" is intellectually re...arkable, but represents a minority ...w of view.

...The theory of transfinite numbers, ...n general, and the theory of large ...es, in particular, lead naturally ...o what is sometimes called the prob... of Cantor's absolute. This prob... arises because there seem to be ...well-defined classes (for example, the ...ss of all two-element classes) ...hich are too large to be assigned a ...ardinal number, even a transfinite ...ne, as the number of their ele...ents. These *absolutely* infinite clas... constitute a serious problem for ...thematics. It is even a practical ...oblem: But many of the difficulties ...hich arise seem to belong more to ...ology, or even to theology, than to mathematics itself.

Rucker has a general theory which he believes will shed light on the problem of the absolute (and on certain problems in the philosophy of mind, too – but that's another story). He introduces the idea of the "mindscape", an absolutely infinite platonic realm of external, objectively existing ideas. The mindscape is not particular to any individual mind, but is commonly accessible to all. To be sure, this notion seems extravagant. But I do not think we can simply dismiss it out of hand. However, Rucker's formulations are so vague, and his arguments are so slap-dash, that he does not even succeed in rendering his views plausible, let alone in establishing them. He is much better at making imaginative suggestions than at carrying out rigorous philosophical arguments.

In chapter five, Rucker attempts to sketch a solution to the problem of Cantor's absolute. He argues that one must achieve a mystical vision in which the Many are seen to be One. Just how this is to be accomplished is not entirely clear to me. (Rucker seems to suggest, at one point, that it might help to try sniffing ether.) I'm afraid that I remain unconvinced and sceptical. Nevertheless, I am prepared to admit that Rucker's brave attempt to marry mysticism with mathematics may deserve some applause. And as a devotee of Zen, he will, I'm sure, be able to recognize the sound of one hand clapping.

John Mayberry

John Mayberry is lecturer in mathematics at the University of Bristol.

Unifying theories

An Informal Introduction to Gauge Field Theories
by Ian J. R. Aitchison
Cambridge University Press, £12.00
ISBN 0 521 24540 0

During the past decade there has been considerable progress in understanding the fundamental forces of nature. The electromagnetic force has been known for centuries and during the past 50 years a complete theory of its behaviour has been developed incorporating both relativity and quantum field theory. This theory is known as quantum electrodynamics (QED) and is an example of a "gauge field theory". The exciting advances made during the 1970s suggests that the powerful forces that act on quarks to build atomic nuclei and also the weak force (responsible for radioactivity) can also be described mathematically by gauge field theories.

Books on QED abound, covering the spectrum from basic introductions through to definitive tomes. However, until very recently, books on the general area of gauge field theories were rather rare. But in the past two years several books have appeared, ranging both in their quality and format. Dr Aitchison is the co-author of one of these (with A. J. G. Hey, *Gauge Theories in Particle Physics*, Adam Hilger, 1981) and one's immediate reaction might be to ask whether this new book is necessary and for whom it is intended. It covers ground which is already well documented but does so in a refreshing and idiosyncratic manner. If anyone who knows the previous book expects this new book to be enjoyable, they are unlikely to be disappointed.

Informal Introduction is an apt title. The preface says that it "aims to steer a middle course between the complete formal approach and the non-field theoretical calculational emphasis of Aitchison and Hey". In my opinion he succeeds well. Those fortunates who have attended his lecture courses at Oxford or at summer schools will recognize his easy style. Although based on lectures, these are not lecture notes, but a carefully written text. I much enjoyed the fact that the transition from lecture hall to printed page was made without the text becoming staid in consequence.

The book begins with a brief review of manifest symmetries in field theory and assumes an elementary knowledge of Lagrangian field theory. This naturally prepares the way for discussing the requirements of invariance of the matter field Lagrangian under local phase transformation. This leads to the introduction of massless vector fields – the gauge fields. In the simplest case this leads to QED but the generalization to non-Abelian theories is immediate and the relevance to weak interactions and the quantum chromodynamic theory of quarks is mentioned.

Although the quantization of vector fields is a difficult and technical matter, Aitchison deals with it successfully, devoting a chapter each to the massless and the massive vector field cases. The concept of hidden symmetries is then discussed. Goldstone's theorem is described and illustrated heuristically in the case of a ferromagnet. Hidden global symmetries are described in both Abelian and non-Abelian cases, the latter preparing the way for the Glashow-Salam-Weinberg model of weak and electromagnetic interactions. This model is described in some detail.

I thoroughly enjoyed the whole book up to this point. It took one through the subject pedagogically and was self-contained, directing readers to the literature for further study and carefully advertising caveats. The attempt to confront phenomenology, however, was rather thin. Those who know the data will not need this, those who do not know the data may be bemused and need further guidance. However, this is a minor criticism.

The book closes with a chapter devoted to renormalization matters. This includes a section on $\frac{1}{2}$ anomalies: "to alert the reader to their existence". I found this a useful and refreshing style; throughout the reader is taken only some distance into various subjects, detailed problems are skilfully sidestepped, and we are rapidly brought to the essential point.

As an informal introduction, suitable for graduate students in particle physics, this is bound to be useful. To professionals who have heard the jargon and resolved one day to "sit down and learn the basics" I would suggest making this book their new year resolution.

Frank Close

Frank Close is a senior principal scientific officer at the SERC's Rutherford Appleton Laboratory, Dicot.

Back to paradise

The Garden of Eden: the botanic garden and the re-creation of paradise
by John Prest
Yale University Press, £11.50
ISBN 0 300 02726 5
The Royal Botanical Gardens, Melbourne: a history from 1845 to 1970
by R. T. M. Pescott
Oxford University Press, £23.00
ISBN 0 19 554256 8
Kew: gardens for science and pleasure
edited by F. Nigel Hepper
HMSO, £9.95
ISBN 0 11 241181 9

The foundation and evolution of botanic gardens has stimulated the writing of three very different works which range from the religious and philosophical ideas behind the paradise concept of "The Garden of Eden" to the sophisticated scientific research of the Royal Botanic Gardens, Kew. The third account deals with the more prosaic development of a "colonial garden" – the Royal Botanic Garden, Melbourne.

John Prest's book is a deeply researched study of writings about gardens, especially in religious and philosophical works, and a great mine of information quite untapped before. He links strongly the planning of the early botanic gardens, of Padua, Oxford and the rest with the concept of Paradise in contemporary classical and religious texts. In his view the biblical account of the Garden of Eden is a starting point, but it is strange that he does not relate the vision in that account to the gardens which undoubtedly existed in Asia Minor and which were surely the origin of the idea.

Throughout the emphasis is on sources rather than real gardens. Nevertheless, the influence of gardens in the imagining of paradise and the *hortus conclusus* is most usefully traced as is the contribution of gardens and plants in the development of Christian allegory. Indeed belief in the literal truth of the Scriptures was so strong that explorers included discovery of the Garden of Eden as a legitimate objective.

The addition of America to the three known Continents encouraged botanic gardens from Padua onwards into all sorts of theories of garden layout often attempting to mirror world geography. There is something touchingly simplistic about these idens, like a child re-creating the real world in a tiny doll's house. One wonders if more often the founders of these gardens, having a lot of plants to arrange, set out fairly formal geometrical beds and *then* applied ideas of microcosm and paradises to them.

Whereas Prest's book reveals the more esoteric connexions of botanic gardens and visions of paradise, Pescott's history of the Royal Botanic Garden, Melbourne, relates the prosaic and often parochial tale of the foundation and growth of one of the great colonial gardens. In the eighteenth and nineteenth centuries the early colonists, Dutch, French and English especially, founded botanic gardens all round the globe, both to introduce economic plants to their colonies and to test the usefulness of the indigenous flora.

None of these gardens has paid its way directly and indeed many are now expensive embarrassments to their countries; nevertheless, in the early days of colonies, they were usually the only official source of agricultural, horticultural and forestry knowledge. Nowhere was this importation of knowledge more necessary than in Australia where there were no major indigenous food plants – and virtually none has been discovered since. The urgency to establish a botanic garden pressed hard on the founding of the city of Melbourne in 1835 – the garden was in being with its first superintendent by 1854.

The history of its growth, punctuated by some bitter disputes and humdrum reports of committees, exposes two quite different attitudes to botanic gardens. Baron von Mueller, the first significant director, tried to emphasize the botanic nature of the garden to the detriment of its appearance. He was sacked. W. R. Guilfoyle re-landscaped the garden in the English informal manner, which was more to the taste of the Melbourne public, and the backbone of his work remains. The Melbourne garden has not yet taken the next step of reconciling more closely its scientific and amenity aspirations. Pescott's book is a meticulous chronicle of the garden, with a wealth of apt historical illustrations.

Whereas in Prest's view, the loftiest ideas of paradise played an important part in stimulating the founding of some early botanic gardens and the needs of recreation induced the embryonic Melbourne to start its garden, the most renowned garden of all, the Royal Botanic Gardens, Kew, evolved from the pleasure grounds of our early Georgian monarchy with polite an admixture of their marital problems. Such are the ways of chance. Once Sir Joseph Banks, the greatest force in British scientific exploration, followed by the Hookers, father and son, gained control of the royal grounds and badgered government into funding their scientific development, Kew was set on course.

Kew: gardens for science and pleasure is a pleasant book, neither guide nor history but a series of essays by members of the staff giving glimpses of the many facets of Kew's work, both the familiar and that never seen by the ordinary visitor. While the basic story is the physical growth of Kew and its relatively recent outpost at Wakehurst Place, the main thrust is to explain Kew's purpose and its science. This volume, no doubt due to careful editing by F. N. Hepper, has succeeded in conveying some idea of the enormous task of bringing taxonomic order to the plant world and the many new methods which are now used – electron microscopy, phytochemistry, cytology, for example. The whole is lightened by a deft style and superb illustrations.

Douglas Henderson

Douglas Henderson is Regius Keeper of the Royal Botanic Garden, Edinburgh.

Basic microscopy

Fundamentals of Light Microscopy
by Michael Spencer
Cambridge University Press, £10.00 and £4.50
ISBN 0 521 24794 2 and 28967 X

Based on a course given by the author at the department of biophysics, King's College, London, this book sets out to cover a wide range of topics in very little space.

About half the space is devoted to the theoretical background, including some discussion of interference and diffraction as well as of geometrical aberrations. It is not surprising therefore that some of the more practical aspects are dealt with rather skimpily and that occasional errors or ambiguities creep in. For example, a "phase telescope" or Bertrand lens is mentioned long before these are discussed. In the instructions for setting-up, it is suggested that the aperture stop should be centred relative to the condenser, although separate controls are rarely provided except for phase contrast microscopes. Figure 23 could be rather confusing and it is not clear which type of microscope is being used. In the setting-up procedure for phase contrast microscopy most people would probably find it easier to set up for Köhler illumination on a stained specimen and then change over to phase contrast. Beginners may find it particularly difficult to find a transparent object.

The chapter on fluorescence microscopy is rather inadequate. The discussion of filters is very brief and there is no proper description of the various light sources that are available. The point that image intensity depends on the square of the numerical aperture in transmitted light and on its fourth power in incident light methods is not mentioned and neither are the special advantages of incident light. Polaroid is described as a "plastic composed of oriented macromolecules" without mentioning the presence of iodine which confers light-absorbing properties. Although the first-order red compensator for polarized light is mentioned, the important Brace-Köhler type is not. A serious omission in the chapter on photomicrography is a diagram showing how an eyepiece camera attachment works.

Despite these criticisms the book has the merit of being written by someone who knows his subject. It is to be hoped that the next edition might be slightly expanded and that the mathematical appendix (a misnomer) and reference to such things as interference reflection and total internal reflection microscopy, which require much more detailed treatment, might be omitted.

Robert Barer

Robert Barer is Arthur Jackson Professor of Anatomy at the University of Sheffield.

The *1982 Supplement to "DNA Replication"* by Arthur Kornberg has been published by Freeman at £7.50. This major addendum, coming only two years after the publication of Kornberg's book, cites items and key references that should alert readers to important developments from June 1979 to January 1982. It is therefore not a compendium of *DNA Replication*.

Two paperback re-issues have recently appeared. N. B. Marshall's *Developments in Deep-Sea Biology* has been published by Blandford Press at £8.95; and P. Gay's *An Introduction to Crystal Optics* by Longman at £6.95.

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NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Chairs

Professor Colin Andrew, of Bristol University's department of engineering, has been conferred with the title of honorary professor following his resignation from his university chair.

Professor R. Brian Beechey has been appointed *to the chair of biochemistry* and agricultural biochemistry at the University College of Wales, Aberystwyth. Professor Beechey is currently principal scientist and biochemist adviser to the Sittingbourne Research Centre.

Dr W. Gerald Price has been appointed professor of applied mechanics at Brunel University. Professor Price, whose specialisms include mechanical structures, the fluid dynamics of ships and rough seas and the statistics of oceanography, previously held appointments at University College London, first as lecturer, then as reader in the department of mechanical engineering.

Professor Jonathan Tunnicliffe, presently chairman of the Technical Education Council's B6 committee, has been appointed to the Milburn chair of mining engineering and to the headship of the department of mining engineering at the University of Newcastle upon Tyne.

Professor W. L. Twining, presently professor of law at the University of Warwick, has been appointed to the Quain chair of jurisprudence at University College London.

Professor B. A. Hepple, former professor of law at the University of Kent and chairman of an industrial tribunal, has been appointed to the chair of English law at University College London.

Professor Sidney Greenbaum, of the University of Wisconsin, Milwaukee, has been appointed to Britain's senior chair of English, the Quain chair at University College London, vacant since Randolph Quirk became vice chancellor of London University in 1981.

John Houlder, chairman of Houlder Offshore Ltd and past president of the Society for Underwater Technology, has been appointed visiting professor to the University of Strathclyde's department of ship and marine technology.

Professor R. A. Fookes has been given the title and status of emeritus professor of English and American literature by the University of Kent on his retirement from a university chair.

Professor D. L. Cook, professor of English at Indiana University, has been given the title of visiting professor at the University of Kent from September 1 1982 to June 30 1983.

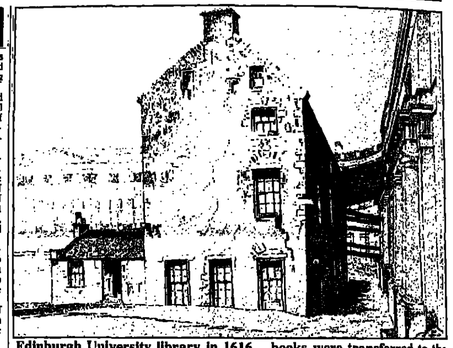
Dr D. A. Turner, previously senior lecturer in computing, has been given the title and status of professor of computation at the University of Kent.

Dr L. H. R. Davis, former reader in social anthropology, has been given the title and status of professor of social anthropology at the University of Kent.

Plymouth Polytechnic

The following have been awarded the title of professor.

K. C. C. Bancroft (dean of the faculty of sciences); **L. A. F Heath** (head of the department of biological sciences); **M. B. Hart** (reader in micropalaeontology); **D. E. Fussey** (head of the department of mechanical engineering); **S. H. Irvine** (principal lecturer in psychology).



Edinburgh University library in 1616 – books were transferred to the new Adam-Playfair quadrangle buildings through a wooden corridor, seen top right. The picture is taken from *Edinburgh University Library: 1580–1980*, a collection of essays edited by Jean Guild and Alexander Law and published by EUL earlier this year.

Fellowships

Universities

Queen Mary College, London

Honorary fellowships have been awarded to: Mr Patrick Moore, the astronomer, who since 1976 has been a visiting lecturer to the physics department; Dr Herchel Smith, the distinguished chemist and former lecturer in organic chemistry at Manchester University; Lord Young of Dartington, founder of the Consumers' Association and its magazine *Which*.

Fellowships have been awarded to Professor R. A. Leigh, professorial fellow of Trinity College, Cambridge; Mr Peter Michael, Young Guardian Businessman of the Year 1982 and managing director of Micro Consultants Ltd; Mr W. P. Richards, who retired as bursar of the college in 1978.

Polytechnics

Plymouth Polytechnic

Honorary fellowships have been conferred on: Sir Austen Pearce, chairman of British Aerospace; The Earl of Morley, former chairman of governors; Mr Ronald Jarman Bridle, controller of research and development and director of the transport and road research laboratory in the Department of Transport.

Grants

London, Institute of Education

Thomas Coram Research Unit: Professor B. Tizard £21,551 from the Joseph Rowntree Memorial Trust for a follow-up study of adolescents. Dr Hermelin, Dr O'Connor and Dr Beare – £120,000 from the Medical Research Council for study of specific abilities and disabilities in children. Dr Verity Khan – further £120,161 to continue linguistic minorities project, from the DES. Dr Choat and Mr Griffin – £14,000 from the Leverhulme Trust to carry out preliminary and pilot work on research into incorporating education television into the curriculum for children up to seven years of age. Dr A. Wolfe – £50,372 from the Manpower Services Commission to research the testing and evaluation of practical mathematics skills on high quality YOP. Mr A. Porter – additional £13,668 from the DES to complete survey and monitoring of teaching practice and training schemes in political education. Professor Colin Hindley and Dr B. Guiganino – £60,250 from the Leverhulme Trust for study of changes in general ability from infancy to adolescence.

Queen's University, Belfast

Anatomy: Dr M. W. J. Ferguson (jointly with Professor H. C. Slavkin of the University of Southern California) – £415,597 from the National Institute of Health to support project entitled "Epithelial-mesenchymal interactions during vertebrate secondary palate morphogenesis."

Biochemistry: £82,860 from the Agricultural Research Council for research on "Bovine coronavirus as a vector for carrying immunogenic fragments of other agents", under the direction of Professor S. J. Martin, Dr B. K. Rima and Dr E. M. Hoey.

Chemistry: £70,000 from the Science and Engineering Research Council towards the cost of a VG 12020 mass spectrometer combined with a VG Source PDP 8A data system in connection with a project entitled "Mechanistic and synthetic studies in heterogeneous and homogeneous catalysis and in the metabolism of aromatic hydrocarbons", under the direction of Professor J. J. Rooney and Professor R. Grigg.

Microbiology and Immunobiology: £30,000 from the Multiple Sclerosis Society (NI branch) to cover cost of a medical laboratory scientific officer and the cost of consumable materials in connection with investigations on the role of the herpes virus group in the pathogenesis of MS, under the direction of Dr M. Haire.

Medicine: £17,026 from the British Diabetic Association for research on role of gastric inhibitory polypeptide in diabetes mellitus, under the direction of Professor K. D. Buchanan; and £15,934 from Bayer UK Limited for research on the effect of carboxe on GI hormones and satiety factors in man, under the direction of Professor K. D. Buchanan and Professor A. H. G. Love.

Forthcoming Events

The Poetry Society is running a series of six fortnightly lectures in association with London University extramural department. The series, "Poets on Poets", consists of retrospective discussions on past and older poetic figures by contemporary poets. The lecturers are Vernon Scannell, D. M. Thomas, P. J. Kavanagh, Leslie Norris, Carol Rumens and Dannie Abse. Among the subjects will be Pushkin, Hardy, Ivor Gurney and Edwin Morgan. Further details of time, place and price are available from the Education Department, National Poetry Centre, 21 Earls Court Square, London SW5 9DE – tel 01-373 7861/2.

• • •

The University of Glasgow department of adult and continuing education is offering a six-part course, "The Next General Election", under the direction of Eric Liggett.

The course will review recent political developments, with special reference to the Social Democratic Party and to specific issues like unemployment. Details are available from the enrolment secretary.

• • •

Professor Kenneth C. Calman, Cancer Research Campaign professor of oncology at the University of Glasgow will give four evening talks entitled "Living with Cancer" at the university's Boyd Orr building in University Avenue.

The talks, on Monday evenings from January 31 onwards, will cover the nature of the problem and the questions raised by patients and relatives. Inquiries to the Enrolment Secretary, Department of Adult and Continuing Education, 57/61 Oakfield Avenue, Glasgow G12 8LW.

• • •

Birkbeck College, London's department of extramural studies, is offering a series of seven literary lectures, "Stories of Passion and Politics", to be held in the Goldsmiths' Theatre at the London School of Hygiene and Tropical Medicine, Keppel Street, London WC1, on Monday evenings.

Among the authors discussed are Charlotte Brontë, Balzac, Turgenev, Dickens, Mrs Gaskell, Dostoyevsky and Zola. Barbara Hardy and Miriam Allott are among the speakers.

Full details are available from either Miss Winifred Bamford or Mrs Mary Wood, Special Courses Section, Department of Extramural Studies, 26 Russell Square, London WC1B 5DQ.

• • •

North-East London Polytechnic's programme of wider issues seminars in the spring with five courses covering a wide range of techniques. The emphasis of the programme is on the practical aspects of video, and deals with applications in industry, commerce and education as well as aspects of interest to the private enthusiast.

Full details of the courses are available from the Short Course Unit, North-East London Polytechnic, Longbridge Road, Dagenham, Essex RM8 2AS – tel: 01-590 7722 x 21102.

• • •

The 1983 Suntory-Toyota lecture at the London School of Economics will be delivered on Wednesday January 26 in the Old Theatre by Professor Roger Blanpain of the Law School, University of Leuven, Belgium and a member of INSEAD, Fontainebleau, France.

Professor Blanpain's subject will be "Multinational Enterprises and International Labour Relations" and the lecture will be chaired by Professor Lord Wedderburn of Charlton, Cassel professor of commercial law at the LSE.

OU programme

Friday January 7

Radio 3 VHF
23.30 Governing Schools. The new governors (P970, prog 1)

MODERN HUMANITIES RESEARCH ASSOCIATION PRESIDENTIAL ADDRESS

The President of the Association, Professor Ronald Peacock, will deliver the Presidential Address on "Drama and the Moral Connection" on Friday 7 January 1983 at 6 p.m. in the Gustave Tuck Theatre, University College, Gower Street, London, WC1. Admission free without ticket. All welcome.

News

Professor Emeritus Nicholas Kemmer, former holder of the Tait chair of mathematical physics at the University of Edinburgh, is to receive the Max Planck Medal of the German Physical Society.

The medal is awarded to Professor Kemmer for his important paper on "charge-independent meson theory" in which the concept of "isospin", and the symmetry connected with it, was for the first time extended to particles other than nucleons, a theory now central to scientific investigations of all new particles.

• • •

Dr J. Brown, head of the department of pharmaceutical chemistry at Sunderland Polytechnic, has been awarded grants totalling nearly £75,000 to continue his research on the design, preparation and evaluation of potential antitumour drugs. Out of the total, £48,500 came from the Medical Research Council and £25,048 from the northern council of the Cancer Research Campaign.

• • •

The Bunzl Travelling Studentship for 1982 has been won by Alistair Walker, a graduate of the Newcastle University's department of architecture.

The Bunzl Studentship, worth £700, has been offered annually since 1966 to enable a new graduate of the university to widen his or her knowledge of the creative aspects of the subject in a way that would be of benefit to the North-East and particularly to the Tyneside industrial area.

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Appointments

Universities Fellowships Research and Studentships Polytechnics Colleges of Higher Education Colleges with Teacher Education Colleges and Institutes of Technology	Technical Colleges Colleges of Further Education Colleges and Departments of Art Administration Overseas Adult Education Librarians General Vacancies Industry and Commerce

Other classifications

Exhibitions Awards Conferences and Seminars Courses	Personal For Sale and Wanted Holidays and Accommodation

Universities

THE CHINESE UNIVERSITY OF HONG KONG
Department of English
Applications are invited for the following post tenable from Spring or Fall, 1983:

Lecturer in English

To teach broad range of courses in English literature, especially from the beginnings through the Renaissance including History of English Language. Ph.D. or equivalent required; experience and publications preferred. Experience in composition helpful.

Annual Salary:
HK$129,840–147,360 by 2 increments BAR
HK$156,120–217,360 by 7 increments
Exchange rate approximately US$1 = HK$6.6, £1 = HK$10.7
Starting salary will depend on qualifications and work experience.

Conditions of Service:
Benefits include vacation leave, long leave with pay, superannuation (approx 5%, University 15%), medical and dental benefits, education allowance for children, housing allowance (for those whose annual salary is HK$138,600 or above) and, for appointees on overseas terms, passage benefits for themselves and their dependents as well.

Application Procedure:
Applications should be made out *in duplicate, giving full particulars*, experience and the names and addresses of 3 persons to whom reference may be made, and sent together with copies of certificates/diplomas/testimonials and recent publications, to the Personnel Section, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong not later than 15th February, 1983. Please mark "Recruitment" on cover.

University of Bath

RESEARCH IN SCHOOL OF HUMANITIES & SOCIAL SCIENCES

The School of Humanities and Social Sciences at the University of Bath offers research training and supervision in the following research areas which are thought to be of social relevance to Industry:

Social Analysis of Science, Technology, History, Philosophy and Sociology of Science, Urban Sociology, Sociology, The Sociology of Crime and Deviance, Psychology, Studies of Power, especially in Science, Social Economic History, Economics of Education, Political Science.

Part-time study is available, and may qualify for support under the DES Scheme for Long Courses for Teachers.

Further particulars and forms of application, which contain an opportunity for applicants to explain their particular interests and their potential value for research can be had from:

Dress Ward, Postgraduate Secretariat, School of Humanities and Social Sciences, The University, Claverton Down, Bath. H1

University of Hong Kong

LECTURESHIP IN PHYSICS

Applications are invited for a new post of Lecturer in Physics which is expected to be established from September 1983.

Applicants should have a Ph.D. degree in Physics and be active in research in a field of physics relevant to the existing experimental interests. Preference will be given to candidates with teaching and/or research experience in microprocessor applications.

Annual salary (superannuable) in US$ on 11 point scale: HK$129,840–$217,360 (£1 = HK$10.60 approx). Starting salary will depend on qualifications and experience.

At current rates, salaries tax will not exceed 15% of gross income. Housing equal to 20% of salary. Gratuity of 25% on completion of agreement. Allowances for children's education, passages, leave and medical benefits are provided.

Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Appointments Unit, Secretary's Office, University of Hong Kong, Hong Kong. The closing date for applications is 31 January 1983. H1

University of Reading

TEMPORARY LECTURER IN STATISTICS

Applications are invited for a post of temporary lecturer in the Department of Applied Statistics. The person appointed will be required to contribute substantially to the teaching of the department and to undertake research. The appointment will be for a ten-week term from 3 January to 11 March 1983 for candidates working in developing countries.

The appointment will be for a period from 1 May 1983 to 30 April 1984.

Further particulars and application forms (two copies) are available from the Personnel Officer, University of Reading, Reading, Berks RG6 2AH. Please quote reference number 1983/77 in all correspondence. Closing date 14 January 1983. H1

Librarians

CAMBRIDGE UNIVERSITY LIBRARY

Assistant Under-Librarian (Scientific Periodicals Library)

Applications invited from good honours graduates for this vacant post in the University Library's Scientific Periodicals Library. Research and/or library qualifications highly desirable, and experience in an academic library, with knowledge of on-line information retrieval techniques, would be an additional advantage.

Stipend on the Assistant Under-Librarian scale: £8,085 to £11,105.

Further particulars from the University Librarian, Secretary to the Appointments Committee for the University Library, West Road, Cambridge CB3 9DR, to whom applications should be sent by 31st January, 1983.

Courses

Emerson College Summer Schools 1983

Education in Steiner Schools — for teachers and student teachers 24th–31st July. An optional second week is offered.

Discovering the Human Spirit. Basic Anthroposophy. 24th–31st July and/or 31st July–6th August.

The Spirit of English. 24th July–6th August

Further information available in February from: Summer Schools Secretary, Dept THES, Emerson College, Forest Row, Sussex RH18 5JX. Tel: (0342 82) 3238 H21

Polytechnics

Leicester Polytechnic
ASSISTANT ACADEMIC REGISTRAR
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This senior post is in the Academic Section of the Administration. The holder is deputy to the Academic Registrar. Applicants should hold an honours degree or equivalent qualification and have relevant administrative experience in an institution of higher education with a successfully established approach to supervision and liaison with academic, administrative and clerical staff.

Principal duties consist of the day to day management of the Registry, close association with five faculty offices and of the Academic Board for which sound committee servicing ability is essential.

Application forms and further details available from The Personnel Officer, Leicester Polytechnic, PO Box 143, Leicester LE1 9BH. Tel: (0533) 551551 ext. 2303. Closing date 10th January 1983. H3

Personal

IMMEDIATE ADVANCES £100 to £5,000. Written terms on request. Regional Trust Ltd., 9 Clare Street, Bristol. Alternatively, London, W1A 4EL. Phone 01-491 2834 or 499 3410. L000

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February 11
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Maths & Physics
March 25
History

REMINDER

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SPECIAL FEATURES FOR 1983

Jan 21
Business & Technical Education

Jan 28
Microfilm Publishing

Mar 25
Management Education

Don's diary

First evening

Arrive at the Academy for Political Education by the Starnbergsee where they drowned poor Ludwig. Carefully read the brochure; the place had not been used to educate anyone for the 1000-year Reich. I had feared the vibrations of fair-haired supermen. It had been a hospital, a home for refugees and since then it's served to educate academics in the ways of democracy. Check the list of conference members: four "vons" and one "van", a Pole and several Hungarians. At supper sit opposite huge Bavarian professor who peers at me and tells me that he was with the artillery, shelling Dover across the Channel. How does the civil conversationalist reply to that one? The napkins are linen and we have paper envelopes, write our names on them and put the napkins into special pidgeon holes. First session: Canadian late because plane held up somewhere; Pole not there and no one knows whether he will come at all. The Lebanese who was to give his lecture has not come and his place taken by a Herr Professer from Hamburg who is tactfully told he is the fifth choice.

Day Two

Hope I looked as if I understood lecture in French – do they really teach "value free history?" How? Dutch professor says quite mildly he wouldn't mind if he as a member of the committee was told what was going on. Conference director has a splendid tantrum, offers to resign but is asked not to; his invaluable services are appreciated even if there are "communication problems". They talk about theme for the 1985 conference (I should live that long). As representative of Great Britain I was asked to translate a contribution. Found it boring but copied. All about the use of archives for teaching. While thinking that I might congratulate the writer on inventing the wheel, I hope I sounded respectfully detached. I was introduced to the group, my book mentioned and so I feel better disposed.

Day Three

In the afternoon I was asked if I would like to visit Dachau. Went with a Dutch lecturer and a German journalist: "my first name is Eckhardt because my mother was a mystic and the second Adolf because she was also an ardent Nazi". I felt numb, it was cold and bleak. One stretch of huts remain, beds inside in rows, bare pine. Now it is all clean. There are machine-gun towers every 300 yards. The high wire, the ditch and the grass; they shot if anyone even put a foot on the grass. Had I been just a little bit older I would have been arrested and put into Duchau in 1938. As they stress, then it was not an extermination camp and the gas oven was never put into use. But it's there and it says "*Brausebad*" on the one side and I walked through, knowing that at another time the steel doors would not have opened. Before we got to the crematorium we had to cross a little stream in a ditch, neatly enclosed in concrete slabs; they even controlled their river Styx.

Day Four

Give my paper and in the middle of it the Polish delegate walks in and they all start rapping on the table. That is the way German academics express approval and if they are unhappy about something they scrape their feet on the floor. The Political Academy is so well carpeted that foot scraping would be inaudible. I notice that I am sitting among the Dutch and Scandinavian group. It is the last day and we can afford to be a bit brisk about things: I object to the control of teaching by textbooks, the Iranians are accused of being fundamentalists and the Polish educator tells me that only eight people have got themselves killed during the present troubles. "Do you know how to get permission to get out of Poland? One, you have to be over 80. Two, you must bring parents". God, he reads *The Observer* as well! I can see why he got permission to visit the conference.

Day Five

Look in at the Haus Der Kunst on my way back. AH made his speech about degenerate art there and they have a good collection of it. Marvellous German expressionists but the gallery very empty; everyone is at the El Greco-Goya exhibition. Eat an enormous plate of *Sauerkraut* and all the trimmings and it makes me feel slightly ill.

Day Six

Home: the hamster is dead. Look in at the department. Building closed as an economy measure. Anxiously scuffle through my mail box: would I like to contribute the next pay increase to help avoid redundancies? YES SIR. Publishers show guarded interest in idea for new book, that's nice. Cook *paella* for dinner party in the evening. The squid smelt a bit and I feel anxious, after all, they are friends but everyone makes appreciative noises. Have not heard from them since, hope they are all right.

Day Seven

To make this about the most untypical week of my year; had promised ages ago to give talk on life in Nazi Germany at famous public school which appears to have produced Judge Jeffreys and Charles Darwin as well as many other comedians among its old boys. Talk to the boys about my visit to Dachau and connect it to my experiences in Germany as a child. A marvellous audience, attentive, good questions and sensitive. The recent experience of Dachau is still so much part of me that I suspect my talk was more immediate and urgently relevant. Taken to the local Berni's for dinner. Although firm believer that free food is non-calorific and not entirely against breaking the private sector's finance, opt for fairly moderate supper. While talking to one of the masters, he exclaims triumphantly "I listened carefully, and I could not tell, but just now, twice you have used the word 'already' in a way no English person would. Yes, that's it. That is the way to spot a foreigner even if they sound perfect."

Day Eight

Supervise teaching practice: one in a classroom with shiny blackboard filled to overflow with facts about Luther. Second-years shout "can't see" and so the student says "draw a curtain:" Miraculously, this room has a perfect set and within seconds the room is in darkness and the student says "switch on lights." The blackboard is again a shiny surface, the room lit up at mid-morning and everything symbolizes the confusion; two girls argue with me about hell: they think it exists all right, devil and all. After some fairly kind comment, on to superb lesson where the children are actually making a game, The Stone Age: They work in groups, conflicts are about work and settled sensibly. Some of the cards funny and student lively – there is still hope!

In the evening give an account of the first period of my chairmanship of junior school governors to local Labour Party.

Charles Hannam

The author is senior lecturer in education at the school of education, University of Bristol. He came to Britain from Germany in May 1939.

The civic culture of the polys

Bernard Crick

There is nothing they can now do to save me. I have been external examiner in politics for four years, the maximum period allowable under Council for National Academic Awards rules, and that was for a new Combined Studies degree which I had been with from year one, so because the clock did not start until students were actually assessed in year three, that was actually a seven year stint; and even then they made me chief examiner for the whole degree structure, which gave me another four years.

The regulations are so complex that I forget them each year and have to relearn them afresh, but I can make all kinds of procedural rulings from the chair on the doubtful basis of "eleven years experience" and having outlasted three of their deans.

In my experience of polytechnics, the standard is every bit as high as that of – as I regularly write in reports – "the average civic university department" and the results are often better, because the students are usually more intensively and systematically taught. Sometimes to a fault. "When do they find time to read?", I've often asked. But equally often I've pondered whether the "refusal to spoon-feed" the students of my university collegues isn't sometimes a rationalization for lack of system and sometimes for almost total scepticism ("cynicism" is actually the word) about "teaching methods" and "curriculum construction".

Anyway, after eleven years it is time I parted from Ulster Polytechnic, particularly as the merger will presumably force all the degrees to come up for revalidation and amendment. I saw this coming, so three years ago began to lay plans for alternative ways of financing periodic trips to Northern Ireland which, I'm sorry to say, I find politically fascinating and the people and the country, with a few exceptions, very pleasant, certainly much more serious, forthcoming and characterful than my fellow southern English whom I'm beginning to blame, in their superior ignorance about the rest of the British Isles, for nearly everything.

Perhaps blame is wrong, but certainly even in England itself I find people more interesting the further one gets from London and more interested in their community, their neighbours and (if they have any) their work. That is where polys really do come in. In the Provinces and the Celtic lands the polys and the techs really do relate to the localities in the way that the early civic universities began to but then drifted away into proud isolation with Oxbridge vice-chancellors who came from afar and rarely settled when they retired, faculty who thought colleagues eccentric or specially virtuous for being "intersted in the town", and a fully national student body.

Of course there are extra-mural departments in some universities and a few extension activities in all, but these departments have usually been a token gesture, seated somewhere uncomfortably below the salt. Thou shalt have no other God but full-time honours degree teaching and he is a jealous god. Most of his votaries believe that they are corrupted by any other kind of work. What a different country it might be if a standard contract of service required us to teach so many hours of which at least a third must be offered for non-degree part-time classes.

Poly teachers grin and bear it, on the whole. University teachers commonly believe themselves to be incapable of teaching a broad range of abilities. Many undoubtably render themselves so. Every teacher likes good classes, but if we are good teachers we should be able to tackle a broader human range and to have more than one string to our bow *if* our subject is (as is occasionally the case) inherently esoteric and unpopular. The trouble with university teachers is that certain precious-ness and a claim that original scholarly research justifies their special position – a claim which, alas, does not seem plausible *en masse* if the proof of the pudding is in the eating.

"Britain needs its universities" say the AUT's stickers; but this is not, alas, a slogan of instant appeal outside. If that "need" is utilitarian, it is far from obvious that even a flourishing industrial or technological society needs all those specialized skills. The evidence points as much to a sad underuse of graduate skills as to national shortages of skilled manpower. And fundamental research plainly does not need, indeed may be hampered by, fifty to sixty divisions. But if that "need" is more general, that a nation is qualitatively richer and more cultivated for its universities, the case may actually be stronger: if the universities were more outward looking.

I'm not arguing for any new or clear line of division between the two sides of the binary divide. But I am arguing that the polytechnics often have more to offer of what the public want than the universities. The Government and local authorities would be extraordinarily short-sighted to run down the polytechnic sector, unless the Government was prepared to reform universities. In no way can one ever see the UGC, constituted as it is, leading the university sector into any significant shift of resources in favour of continuing education, the part-time and the mature student, and community services.

Not for one moment would I deny that there are polys that need watching in case they put all their effort into becoming (in all but name, staffing, conditions, terms of service and self-government) universities. Degree teaching and degree results should not exhaust either form of higher education. Local authorities differ widely in their degree of intervention and support, but I sometimes fear that those polytechnic heads who would like to make a complete break also want to become yet another 18+ standard university, at a time when those very universities' civic nature has almost withered away, and needs renewing.

The civic nature needs renewing both for the sake of Britain – many of the cultural values we hold best have provincial roots and are more and more threatened by centralization, specifically the unproductive, homogenized office and job-holding culture of the south-east and for the sake of self-preservation, for higher education desperately needs more support in public and political opinion and that is far more likely to come from the localities, if there is a genuine relationship, than from the centre. For at the end of the day, as the recession gets worse and public expenditure cuts continue (as they will), the machinery of government and the top political leadership only instinctively and habitually favour *two* universities. I'm sorry to make a political point, but it does seem relevant. I think that is what Neil Kinnock and Phillip Whitehead were really saying.

Training primary teachers

Ten years ago at the onset of the rationalization of the teacher education system I posed one simple question to my colleagues – is the study of main physics for three years necessarily the most appropriate way for an intending infant teacher to spend her time? The answer I received was as expected, and so we began to design a highly professional degree course for primary teachers unencumbered by the secondary dominated thinking of the 1960s. Today, at the conclusion of that rationalization process, if I posed that same question of HMI it appears that their unequivocal answer would be a surprising "Yes".

In their much-awaited HMI Paper – Content of Initial Training Courses for Teachers – recently presented to ACSET, they recommend that 50 per cent of an intending primary teacher's time should be devoted to a study of a main subject. This is because ". . . the need has been clearly demonstrated for primary teachers to have academic strength in one aspect of the curriculum, so as to have a better understanding of the level of learning which can be achieved". One might reasonably ask – demonstrated where and by whom?

To be fair, later in the paper it is said that ". . . all students should spend a substantial period of time studying issues involved in the teaching of their main subject", but perhaps this only reinforces my suspicion that their thinking is secondary dominated.

What I find puzzling about this document is that the authors give the distinct impression that the primary teacher is a subject teacher in spite of the fact that their starting point for the paper, which they quote in their second paragraph, is their own national primary survey which found that teachers ". . . in primary schools were not adequately prepared *for the range of the curriculum* which they were required to teach".

A re-reading of the primary survey suggests to me that in their paper HMI are confusing subject teaching within the curriculum with specialist contributions across the curriculum. The national survey recognized that the range of work in the primary school ". . . presents a formidable challenge to the knowledge and skill of an individual teacher", nevertheless ". . . the danger of specialist teaching is that the work done by a specialist may be too isolated from the rest of the children's programme". The class teacher system is therefore supported as having many advantages which should be retained.

These two seemingly disparate points of view of the curriculum were brought together admirably in the primary survey with the proposal that primary schools should be organized and staffed so that in addition to their role as class teachers members of staff would act as consultants to their colleagues in particular subject areas.

The problem for those of us who provide initial training for primary teachers is to ensure that students acquire a reasonable range of academic knowledge across the breadth of the curriculum, together with a deeper academic strength in one of its areas. Thus the traditional main subject approach, with its rather narrow emphasis, has been replaced by modular structures of varying kinds which allow the intending primary teacher to follow broad programmes of academic studies of three or possibly four subject areas over three years, with a more concentrated specialization in the fourth year. However, it is by explicitly relating a student's increasing knowledge and understanding to the professional skills and judgments expected of a primary teacher that the Bachelor of Education differs essentially from the Bachelor of Arts degree.

In summary, my anxiety about the HMI's recent paper is that the major section gives a strong impression that it is based on a view of primary schools which is significantly different from that put forward in the national survey by their own primary colleagues. By over-emphasizing the importance of a main subject study in the training of primary teachers they may unwittingly have provided "official policy" arguments for that minority of academics in every validating body who have never accepted that a breadth of academic study in a professional context can be as intellectually demanding as an honours degree in a single subject.

Francis Wright

The author is principal of North Riding College, Scarborough.

LETTERS TO THE EDITOR

Finances of university libraries

Sir, – I would be the last to deny that the finances of university libraries in this country have been hard hit in the past two or three years by institutions' unwilling implementation of Government policy. However it can do no good to our common cause – the preservation of the infrastructure of scholarship and of a reasonable level of service to our current users – either to overstate the case or to misinterpret simplistically a second-hand and selective abstract of a complex set of statistics.

Your comments (*THES*, December 17) on the National Book League's *Library Book Spending in Universities, Polytechnics and Colleges* fall into both these traps: they include at least one totally false statement and several highly doubtful conclusions. Universities, unfortunately, did not spend 4.5 per cent of their budget on books in 1980–81: this figure is rather the total cost, including staff salaries, of operating their library systems, and only about 14 per cent of total income was devoted to the purchase of books and periodicals.

Moreover it is misleading – in that local circumstances, and variations in the size and type of institution concerned, have been ignored – to draw adverse comparisons between levels in different universities: a highly specialised and research-orientated library with small student numbers may legitimately spend much more *per capita* than a general library in a large institution, since there are significant economies of scale, and since there are also variations in the average cost of comparable purchases; between different disciplines these can be as great as 5 to 1.

The statistics of expenditure on which the survey was based (originally compiled by the Standing Conference of National and University Libraries) specifically warned against year-on-year comparisons: the NBL chose not to make this clear. The 1981–82 estimates were no more than those figures known to librarians at an early stage of their financial year, and were highly tenative: as anyone concerned with university finance knows, estimates nowadays are amended with such distressing frequency that rational forward planning is virtually impossible. We therefore cannot state with any confidence that purchasing power in 1981–82 has decreased at all, let alone by any specific percentage: this *may* be the case, but there is no hard evidence to that effect until full figures for that year are available. Even then some uncertainty will remain, because no one has yet succeeded in arriving at a measure of inflation which will accurately reflect the true position in scores of libraries, each purchasing a widely-differing "basket" of materials in disparate disciplines and in a wide variety of foreign currencies with their own fluctuations in exchange rates.

Finally – perhaps a finer point of statistical interpretation – nowhere do the SCONUL tables mention "average" expenditure: a median is a very different concept.

We are right not to be complacent about the state of our libraries and of academic publishing. However I do not believe that either side of the symbiosis will be well served by "shock-horror" reporting of this type.

A. GRAHAM MACKENZIE,
Librarian,
University of St Andrews.

Sir, – I was surprised to read in your report of the National Book League study on library bookspending (*THES*, December 17) that Hatfield Polytechnic Library's bookfund "had more than doubled the previous year's allocation".

If only it were true! In fact Hatfield's bookfund rose from £163,578 in 1979/80 to £173,328 in 1900/81 and the amount per FTE spent on books, journals and non-book materials fell from £49.66 to £46.80 as student numbers had gone up substantially. Hatfield is about 10th in the league table of expenditure per head, but of course, smaller polytechnics like Hatfield need to spend more per head to provide the same range of books and journals. I do not know how this published figure for Hatfield in 1980/81 was obtained but it is utterly inaccurate.

Otherwise I fully support the NBL and the Publishers Association in drawing attention to the declining purchasing power of libraries in universities, polytechnics and colleges.

Yours faithfully,
N S MACARTNEY,
County Technical Librarian
& Polytechnic Librarian, Herts.

Chomsky misinterpreted

Sir, – Moore and Carling's article "After Chomsky's Revolution" (*THES*, December 10) reveals a number of misconceptions. I will restrict myself to three: their misunderstanding of the nature of science, their misrepresentation of Chomsky's contribution to the discipline, and their misleading portrayal of the treatment of language use.

Moore and Carling claim that "deductively formulated theories are not appropriate to linguistics" apparently because such a treatment leaves unilluminated certain aspects of "the way language actually works". But a theory in linguistics, as in physics, aspires not to *describe* everything but to *explain* something. The kind of theory one creates will clearly "dictate the kind of problem that (is) seen as important" and hence what one explains, but this is not a criticism as Moore and Carling imply; there simply are no explicit problems without a theory in whose framework they can be couched.

Completeness of coverage is a chimera. Even so, it is worth pointing out that before 1955 syntax was virtually not describable. Since Chomsky we can not only describe syntax in several different ways, but ask the interesting question, which description, and hence which theory, offers a better explanation for the facts described. That Moore and Carling can then say that this contribution was "not . . . new insight into language, but rather new views about the methodology of science" would be laughable if it were not insulting.

Perhaps the authors' most pernicious suggestion is that "aspects more central to language in use" cannot be brought within the kind of formal theoretical framework Chomsky has created. Yet some of the most exciting work in the study of language over the last five years involves precisely the fusion of Chomsky's syntax with a relevance-based theory of pragmatics, which can handle elegantly and formally those areas of user expectation and belief which Moore and Carling consider both vital and hitherto excluded.

Moore and Carling repeatedly inveigh against the formalism of Chomsky's work, claiming that it is incompatible with insight into language. But the point of formalisability is to ensure consistency and rigour, and to avoid the vague mysticism which characterises their wistful discussion of "the mystery of language in operation".

Linguistics has no total explanation for the whole of language, still less for every aspect of language use; but as a result of the revolution Chomsky started – and still leads with two radically new books in the last two years – we now understand far more about language, its acquisition and use, than ever before. We can hope to increase this understanding by building on the foundations of Chomsky's revolution – not by reverting to pre-theoretical rambling.

Yours faithfully,
N. V. SMITH,
Professor of Linguistics,
University College, London.

Plight of Italian

Sir, – You report on the plight of Italian in British tertiary education (*THES*, December 17) and state "Also badly hit are Bangor, Liverpool and Birmingham universities and Sheffield Polytechnic".

Whatever the future may hold for us, this statement is simply not true of the Italian department of Birmingham University. Our student numbers are buoyant, our staff numbers have not diminished in more than a decade, and we are busily engaged in teaching a full and exciting syllabus.

Yours faithfully,
PHILIP McNAIR,
Department of Italian,
University of Birmingham.

Minority subjects

Sir, – You refer to a possible inquiry by the Department of Education and Science into minority regional subjects, such as Asian, African, Slavonic and Oriental studies (*THES*, November 26). While allowing the importance of these regions to Britain for diplomatic, trade and even security reasons", I find the list notable for its omission of Latin America. One hopes that a more appropriate judgment than the present will not recur, but this does seem a particularly opposite time to encourage academic studies of Latin America, as a foundation for our more practical relations with that region.

Yours faithfully,
MICHAEL J. EDEN,
Department of Geography,
Bedford College, London.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Theatre project

Sir, – Permit me to respond briefly to the various points raised by Dr Bigsby (*THES*, November 26).

In my review, I stated that "*My Heart's in the Highlands* was not a Theatre Guild enterprise". This is not in dispute so although the Theatre Guild may (in Dr Bigsby's phrase) "lay claim" to it as a production, it clearly was not one initiated by them.

Of course the Federal Theatre Project, with its low admission prices and its efforts to establish a national, instead of a New York-based theatre, was unique. I was merely drawing attention to the difference between the Living Newspaper, which I described as "radical in content and style", and other work of the project. Given the ambition of the Government's scheme, it could hardly fail to be "relatively traditional" in some areas: for example, one auditorium in Los Angeles offered the following programme in 1936 – *The Knight of the Burning Pestle, The School for Wives, Twelfth Night, Mary Stuart*, and *An Enemy of the People*. I cannot persuade myself that a performance of *Rip Van Winkle* by marionettes in Buffalo takes any sort of risk. Not for a second.

I have stated elsewhere (in *The Open Cage*, 1980) that Orson Welles drew on his experience in theatre and radio for the making of *Citizen Kane*. The "freedom [he was] granted by the Federal Theatre" was not very evident when *The Cradle Will Rock* was cancelled by WPA bureaucrats. Welles's extraordinary 1939 contract with RKO is another matter; that was something like freedom. As for Elin Kazan, a viewing of *On the Waterfront*, *Wild River*, and *Splendour in the Grass* demonstrates that his "major contribution" to the performing arts in America has been as a director of actresses and actors in plays *and* films.

Yours faithfully,
RALPH WILLETT,
University of Hull, Hull.

NAB involvement

Sir, – The comments in *The THES* (December 10), concerning student union involvement in the NAB planning exercise, were frankly wrong. Our student union has sat in on every meeting of the committees at every level, which are involved with the exercise. We have put forward continually our view against the prioritization of courses for hypothetical cuts.

Yours faithfully,
TONY ROE,
President,
Cambridgeshire College of Arts and Technology SU.

Information technology

Sir, – While agreeing with many of the views expressed in your leader, "New blood for old" (*THES*, December 17), I was concerned to read your reference to "gimmicky subjects like information technology". The name itself may be somewhat gimmicky but the subject is a natural development of electronics that is absolutely vital to the future of industry in the UK. When Shockley and his colleagues invented the transistor, a whole new world of electronics was opened up. The development of the transistor to the point where around a million devices can be fabricated on a single piece of silicon opens up yet another world. Powerful computers and large memories may now be built into modestly priced pieces of equipment.

The UK depends more than any other in the world on exports for its livelihood, its electronics industry, unlike many others, is still a vigorous exporter. However the Japanese have already virtually dominated a number of specialised electronic markets and are currently spending very large sums of money on the general area of information technology, again with the aim of dominating the world market. The proposals to help both teaching and research in these areas are vital to our national economy. If we miss this, and any similar chances, to prevent the electronics industry following the fate of industries such as steel, shipbuilding or automobiles, then our economy may decline to the extent that the current UGC cuts will pale into insignificance. While we would like to see all university subjects given extra help, the Government's decision to assist this particular subject and prevent further decline of our industry should certainly not be described so disparagingly.

Yours sincerely,
I. M. STEPHENSON,
Head of Electronic Engineering Science
University College of North Wales, Bangor.

Sir, – I strongly object to your description of information technology as gimmicky. It represents the most important single advance of the last decade in the field of engineering. I do not expect you to be well informed in this field, but then you should not mislead others.

Yours faithfully,
L. SOLYMAR,
Fellow in Engineering,
Brasenose College, Oxford.

Ceramics courses

Sir, – In your issue of December 17 you refer to comments by Sir Arthur Bryan, chairman of Wedgwood concerning the decline in ceramics courses. When you described the 17 per cent cuts decided upon for the NAB planning exercise, at North Staffs Polytechnic you omitted to mention another major calamity in addition to the closure of the Madeley site. The omission was the bio-medical engineering unit which is a joint venture of the polytechnic and district health authority. This unit has achieved a national and international reputation in bioengineering for its research in orthopaedics, cardiology, neurology and gastroenterology, as well as other clinical areas. Sir Arthur Bryans's comments are particularly apt since one of the major research areas has been in the development of ceramics for use in joint prostheses which has reached the stage of preparation for clinical trials. In addition to its research record, the department also provides a service commitment to many hospital departments in terms of clinical teaching, maintenance, assistance at operations and clinics in open heart surgery and cardiology and involvement in various clinical problems.

I have expressed my view to the chairman of NAB but have received no acknowledgement so far.

Yours faithfully,
G. W. HASTINGS,
Principal Lecturer in Bioengineering, President of the Biological Engineering Society,
Bio-Medical Engineering Unit,
North Staffs Polytechnic.

Union View

NAB stuffs its poly turkeys

Just before each Christmas turkey farmers feed the turkeys extra and try to get them up to an even weight. It is with great excitment that the turkeys greet the extra food and all thought of the long term implications or the purpose of this are forgotten. It strikes me that the recent division of money for public sector higher education next session is similar to this process. The National Advisory Body are the farmers and some of the polytechnics and too many of the colleges and institutions of higher education are behaving like turkeys.

On the surface, and according to many press reports, the decisions about the distribution of the pool for next year are a step towards more equality in the treatment of colleges of higher education. More equality, that is, in a system which is still going to be cut by 10 per cent. But by 10 per cent as surely as Christmas has come for the turkeys. But it's not every day that some of the turkeys vote for an early Christmas.

Everyone likes a surprise at Christmas but what a surprise to find the NAB distributing next year's pool when everyone had been told that their first efforts would be in 1984/85. After all they could not act before 1984/85 because of lack of information – thus the reviews. So what has changed that they are now able to take such momentous decisions. Nothing educational we suspect.

NUS

The speed with which NAB have been brought into this process indicates the Government's desire not only to cut but to make major structural changes to the system before the next election. The ramifications of these decisions go further, than simply the distribution of cash. There are limits to how far the director of a 13 site polytechnic can lower unit costs. As the implications of the final decisions sink in some of the turkeys may realize they have been stuffed as a prelude to being carved.

The NAB reviews now go to the local authorities for consideration. How will they respond. They have to make sense of the various reviews of colleges in their areas in a way NAB never can – after all, it still only has an incomplete staff complement – and look at the way that will affect non-advanced further education provision. If they are to do this in light of the cuts outlined above and the steps towards a more unified unit cost – a unit cost lower than that in the universities – how are we to be sure quality of higher education outside universities is to be protected? Or are we really seeing a further retrenchment of the binary divide?

It was because so many of the polytechnics and institutions of higher education had provided degree level qualifications to the highest standards that thousands of qualified students who had been turned away from university still found places to develop their talents to the full.

The questions which local authorities should really be asking are not the ones set down by the NAB. Instead they should be questioning how can all post school education in a given area be properly integrated? How will they ensure that all the young people they have brought up to degree entrance qualifications in their schools have access to enough suitable courses? And should they do NAB's job for it and prioritize the courses which are to be cut? Should they even take part in the reviews? Will the turkeys come home to roost?

Phil Woolas

The author is executive officer of the National Union of Students

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© TIMES NEWSPAPERS LIMITED, 1982
Published by Times Newspapers Ltd., P.O. Box 7, 200 Grays Inn Road, London WC1X 8EZ, England. Typesetting by ComputerGraphics Ltd. 37-41 Bowling Green Lane, London EC1, and printing by Northampton Mercury Co. Ltd., Upper Mounts, Northampton NN1 3HW. Friday, December 31, 1982. Registered as a newspaper at the Post Office ISSN 0049-3929

TIMES PAST — THE TIMES

HIGHER EDUCATION SUPPLEMENT
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20 years since Robbins

Nineteen eighty-three will see the twentieth anniversary of the Robbins report. The quick and shallow reaction to this anniversary is likely to be a mixture of nostalgia, regret, and even anger that the promise of Robbins has never been fulfilled. How long ago it all seems! What went wrong? These are the thoughts and questions that so often spring to mind. For the ruins of Robbins seem to surround us: departments closing, alarms about compulsory redundancy, well-qualified students turned away, research morale declining. Snobbism seems to have arrived with all its baleful force.

These facts cannot be denied or ignored, but their significance is far from simple. There is a danger that this reversal in higher education's fortune will be interpreted as the result of some great sea-change in national opinion, intangible in its definition perhaps but uncontrollable in its influence. From here it is a short slide to the paralysing belief that because the present setbacks for higher education reflect this hostile spirit of the age they are irreversible. The parallel with unemployment is uncomfortably close: it too is seen as the act of some grim economic god and so beyond human capacity.

It is commonly said that the cuts and their entirely negative consequences have happened because Britain has lost its faith in the power of higher education. That question-begging cliche may do for politicians' speeches or newspaper editorials, but what does it mean? In fact the more it is unpicked the less it seems to mean. Of course the more histrionic and self-aggrandizing claims made in some universities and polytechnics a few years ago have been deflated, but there is no hard evidence that lay society ever accepted such claims or regarded higher education as such a powerful panacea.

Yet for the "loss of faith" argument to have real as opposed to rhetorical substance, it would have to mean that we no longer believed that the accumulation and application of knowledge was central to the process of economic growth. But the hopes of this Government, and of the Butskellite governments of the 1950s and 1960s and even of any future Beanite government, are pinned on the modernization of the economy. This modernization is seen almost solely in terms of high technology and greater productivity, the direct and indirect products of the advance of theoretical knowledge.

There is nothing to suggest that the expectations of higher education are less in this respect than they were at the time of Robbins, or of the 1956 White Paper or of the Percy report back in the 1940s. Indeed all the evidence suggests that both government and industry expect far more of universities and polytechnics than in the past. Keeping up to scientific date is so clearly crucial to industrial competitiveness, the demand for professional and technological retraining is clearly going to grow so substantially, that the prospect for higher education is that industry's embrace will be far too tight rather than too slack. Although this increasingly incestuous relationship between some universities and high-technology industry and more generally between higher education and the economy raises important issues, it also suggests that if the desire to build an economically more up-to-date Britain was a powerful motive for the development of higher education in the 1960s it is an even more powerful motive today. In this important sense the agenda has not changed since Robbins.

For the "loss of faith" argument to be valid would also mean that we no longer believed that the spread of learning could produce a more civilized and, for some, more equal society. Yet again there is no evidence of any decline in the belief that going to university or polytechnic is the natural culmination of the education of a growing proportion of young people. Indeed the readier availability of higher education as a result of the Robbins expansion has reacted with the parallel growth of a much less differentiated system of secondary schools to produce a situation in which even greater emphasis is placed on higher education as route to social, cultural and economic advancement. Today universities and polytechnics have to carry a heavier burden in the production of a broad professional and technical elite. This may not make people love higher education more but it makes them need it more. Again, not much sign of a change in the Robbins agenda, merely an intensification of the social pressures that were already apparent to Harold Macmillan 20 years ago.

In fact this much talked about "loss of faith" in higher education is no more real than mass unemployment is inevitable. The agenda for higher education in 1983 is really quite similar to the agenda for 1963. Social change and economic modernization are as commanding themes now as they were then. The details, of course, have shifted, as they shift from year to year, but the substance remains remarkably unchanged..

> "The much talked of 'loss of faith' in higher education is no more real than mass unemployment is inevitable"

This underlying continuity needs to be constantly emphasized because there are those who try to persuade higher education that the agenda has completely changed. They pretend that there is a new rhetorical macro-agenda with items like restoring excellence (or more often "standards" so redolent of good behaviour and natural order rather than real achievement) and rolling back the frontiers of the state. Many of those who argue in these terms are either hostile to the processes of social change in modern Britain and of cultural emancipation for individuals which the growth of higher education has stimulated, or as ignorant of the real needs of progressive industry as the ivory-tower professors they constantly criticise.

It is important that no one in higher education should be misled by this kind of nonsense. The agenda is the same as it was in the 1960s, or in the 1940s. The resources are scarcer. The job is the same, or possibly a bit harder; the money to do the job is much less. That is the dilemma facing universities and polytechnics at the start of another difficult year, not some desperate need to search their collective souls about where things went horribly wrong.

If this perspective is accepted, some of the difficulties that will certainly arise in 1983 seem more manageable. Manageable is the right word. For only by good management can higher education bridge the gap between accelerating demands and dwindling resources. If there is one important difference between the age of Robbins and the awful Eighties it is that then the need for good management was slight compared with the need today. Of course, that means that tough decisions will have to be taken, and tough decisions that can win general consent, which is much more difficult. But it also means that these tough decisions should be seen as pragmatic matter-of-fact responses not as attacks on the integrity of higher education in the service of some malevolent spirit of the age.

Seen in this light both the University Grants Committee's restructuring plan and the National Advisory Body's planning exercise for polytechnics and colleges may appear less ominous. To regard them as malignant attacks on higher education is in practice to concede the Government's thesis that the agenda defined by Robbins and redefined by Anthony Crosland has been displaced by an entirely new agenda of retreat and reaction. It is quite simply a cop-out. To label the UGC and the NAB exercises as illegitimate also comes quite close to undermining the role of responsible management in higher education, which in turn undermines the hope and conviction that responsible priorities can be established through a process of consent and consultation. The managers of institutions may occasionally be tempted to export their responsibilities, although it serves no interest except their short-term peace of mind. Similarly trade unions and other interest groups may be tempted to duck the real issues and wallow in the psychological warmth of black-and-white opposition, with similarly short-term benefit.

It is important to get the very necessary resistance to the Government's attack on higher education right. Those who prefer to use the word "attack" rather as it is compulsory for the professional Left to use the word "crisis" are playing into the hands of the Government, or at any rate those members of it who do have a genuine ideological hostility to higher education as it has developed since 1963. These are rather fewer than we may imagine in our more paranoid moments, and they are particularly under-represented at the Department of Education and Science where Sir Keith Joseph's zaniness is of a much more appealing kind.

Higher education's best defence is to ensure that the campaign is conducted according to its rules not those of its enemies. This means first that the agenda established by Robbins and Crosland must be insisted upon as still valid – which is easy, because it so plainly is – and second that the proper balance between the supply of national resources and the demands of the universities and polytechnics should be reconciled by pragmatic negotiation within this context.

For in 1983 what happens inside universities and polytechnics will have far more influence over the future path of higher education than what happens outside. In fact the external pattern is reasonably clear. For the universities it will be a period of consolidation, even in a few cases of recovery, but the management of this process particularly in relation to preserving institutional dynamism and intellectual vitality will can for great skill. For the polytechnics and colleges the horizon is more clouded, although the pool question is not as bad as everyone pretends and the distributional difficulties not as severe as they seemed a year ago.

The real test will be one of internal resilience and morale. The UGC and the NAB exercises will quickly sort out those institutions with coherent goals and responsible and honest management from those in which incoherence is matched by mistrust. But the most important issue of all in 1983 is likely to be whether higher education can keep its head or whether it will bury its head in the sand; whether it will keep to the still valid Robbins and Crosland agenda and accept the need to manage its way through a temporary period of restricted resources, or whether it will succumb to the negative myths of Salisburism. It has it in its hands to make the future or to unmake Robbins.

Laurie Taylor

I sometimes wonder why we bother. You know, all the time and trouble . . . **No, on the left, Doctor Redditch. Yes, that's right. The bedroom. Just put your coat on the bed with all the other coats and go through to the kitchen for drinks . . .** I mean I wouldn't mind if other people offered to help a bit.

How do you mean?

Well, you know: passed around the drinks or washed a few glasses occasionally. But quite honestly . . . **No, no, Dr Redditch. The drinks are in the kitchen. What's that? Yes, I know there are a lot of children in the pantry. There's *supposed* to be. It's a creche. A creche, Dr Ridditch.** Oh my God . . . the registrar's found the gin bottle.

Oh, don't worry. He'll be all right.

It's not him I'm worried about. It's that poor postgraduate chemistry student. The hippyish one with the clogs. He's already had her pinned against the video recorder offering her a job and shouting in that booming voice of his about her being his sort of "fresh blood".

You musn't upset yourself.

Well, it really gets on top of you sometimes . . . **No Dr Redditch. You don't need a separate bowl. They're dips. DIPS. Just get some bread and dip it in. Yes. Dip . . .** Honestly, why do most academics give the impression that they're spent the greater part of their social lives in an underground fallout shelter?

Well, they seem to be enjoying themselves now the dancing's started.

Yes, I suppose so. A pity we asked the maintenance officer to fix the plug or we could have started half an hour ago. Still we must be thankful for small mercies. We haven't had a police raid yet.

A police raid?

Oh yes. About this time last year. Three policemen banging on the door complaining about the noise.

Good heavens, that must have been alarming.

Well, it might have been perfectly all right if Professor Dibling hadn't overreacted.

The sociology professor?

Exactly. I mean it hardly calmed things down to have him rushing out of the back kitchen holding that ridiculous fireguard in front of his face shouting "the front line starts here".

Well, at least this year's party seems a little less wild. And only 10 minutes to go before 1983.

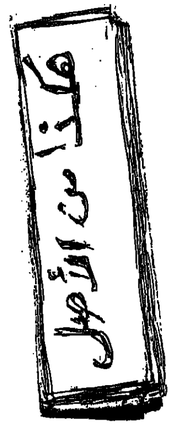
That's probably because the vice chancellor's passed out in the garden. No, what worries me is that fellow over there.

The spotty one with the glass of Ribena?

Yes, Exactly.

Who's he? Next door neighbour?

Oh no. Much worse.

Special Branch?

No. Even worse. He's the reporter from *The THES* who's responsible for preparing the inter-university ambience ratings.